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ABSTRACT

A collection of 10 papers from the second part of the conference on the applications of foreign languages and international studies to business focuses on the development of programs in foreign languages for business purposes. The papers include: "Foreign Languages for Global Vocations: From Theory to Practice" (Rochelle K. Kelz), "A Grim(m) Fairy Tale: Professional Acceptance of Business Language Inside and Outside of Academia" (Margit Resch), "Gaining Support for Establishing a Course in Commercial Foreign Language" (Jeffery D. Stokes), "Problems, Prospects, Strategies: Implementing a Workable Foreign Language for Business Program at the Undergraduate Level" (Daniel E. Rivas), "Teaching Foreign Languages for Business, Problems and Pitfalls: How to Solve the Former and Avoid the Latter" (Claude Le Goff), "Dear Colleague, I Am Sorry to Inform You about Your New Teaching Assignment" (Margit Resch), "A Workshop for Teachers in Foreign Languages and International Business" (Frances S. Hoch), "Attitudes in Higher Education toward Foreign Languages for Business" (Christine Uber Grosse), "Foreign Language Education and the Future" (Geoffrey M. Voght), and "An Open Forum for the Establishment of an Applied Languages Association" (Luis F. Fernandez Sosa). (MSE)

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PROCEEDINGS OF THE 1983 EMU CONFERENCE ON FOREIGN LANGUAGES FOR BUSINESS

(April 7-9, 1983)

PART II:

PROGRAM DEVELOPMENT AND RETRAINING STRATEGIES

Prepared

and

With an Introduction

by

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INTRODUCTION

The 1983 Eastern Michigan University Conference on Foreign Languages for Business, held on the EMU campus in Ypsilanti, attracted approximately 300 people from all 50 states of the USA and several foreign countries. There were over 70 presentations by speakers coming from 35 states and several foreign countries. This gathering was, to my knowledge, the first time that so many foreign language educators and other interested individuals had met to exchange ideas and experiences related to language and cultural studies applied to business. It was our primary effort, as members of the Department of Foreign Languages and Bilingual Studies at EMU, to reach out to the profession, sharing our expertise and facilitating the dissemination of information nationwide on this new direction in foreign language and international education. We are proud to be a part of what we believe is both a significant educational revitalization and a development crucially important to our nation's future.

The papers in this volume are varied and unequal in length and quality. They do share, however, one vital thing in common: they represent the attempt of professionals to come to grips with the problems of creating a new academic specialization and of integrating these innovations into the time-honored traditional curriculum in foreign languages at our institutions of higher education, which have focused almost exclusively in the past on languages and literatures. Much thinking remains to be done, but one thing seems fairly clear now: the struggle between the new and the old will be resolved very differently

at different institutions, depending on the mission of each school. Some colleges and universities will not develop any courses in this new area of specialization, while at others the traditional literature and advanced linguistics courses will be sacrificed entirely in favor of language studies applied to business and the professions. Between these two extremes will lie a full panorama of different proportions in the integration of the new and the traditional. In this diversity among our educational institutions there lies great strength. It is my opinion that there is a great need for both types of language studies. I see a great need for institutions specializing in the traditional areas of academic scholarship as well as for those focusing on the new applications for language and cultural expertise.

Personally I do not acknowledge any necessary incompatibility between traditional literary investigation, for example, and the study of the language of business and commercial practices in foreign cultures. Both of these concentrations seem to be complementary aspects of a larger whole, the interest in the diverse cultures and peoples which make up this increasingly small world. Both specializations can serve to increase intercultural understanding, sensitivity and cooperation. Both can help us live more peacefully with our world neighbors, in our increasingly complex and interdependent global economy.

I am very grateful to the National Institute of Education (U.S. Department of Education) for maintaining the Educational Resources Information Center. My special thanks to Dr. John Clark, Director of

Foreign Languages at the Center of Applied Linguistics, and to John Brosseau, Acquisitions Coordinator for the ERIC Clearinghouse on Languages and Linguistics, for helping make it possible for the papers from this conference to be available to a broader audience.

To all who read these words, may you find something of interest and value in these pages.

Geoffrey M. Voght
January 12, 1984

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FOREIGN LANGUAGES FOR GLOBAL VOCATIONS:

FROM THEORY TO PRACTICE

by

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FOREIGN LANGUAGES FOR GLOBAL VOCATIONS: From Theory to Practice

By Rochelle K. Kelz, Ph.D

There is a growing desire in the academic world both to place greater emphasis on and to reorient the focus of foreign language instruction. American ignorance of foreign languages has become so widespread that the U.S. is finding it harder than ever to compete in business, conduct diplomacy, and fill military and intelligence posts abroad. Consequently, in many academic institutions of higher learning, the emphasis of foreign language programs is shifting away from the traditional study of literature and cultural subjects towards the development and practice of language skills to be used in careers. Almost four years after a Presidential Commission labeled the nation's linguistic incompetence "scandalous,"[1] many are concerned, because, to quote former President Jimmy Carter, "Distances to once remote countries have contracted, and the world has become a neighborhood of nations. We must be able to talk with our neighbors."[2] How, we ask, can we as foreign language teachers equip our students better to meet the challenges that they will encounter upon graduation? How can students hope to understand foreign cultures and world-wide businesses without some language background? This paper seeks to address these questions.

There are enough blunders and faux pas associated with foreign business practices and the language gap to fill a book. For example, when an American toothpaste manufacturer decided to sell its product overseas, it realized that the name "Cue" would never be acceptable in France because "Cue" was a crude slang expression for derriere. When General Motors chose to make the slogan "Body by Fisher" known in all of its markets, it was described in Flemish as "Corpse by Fisher." When Parker Pen Company tried to use its successful American slogan to promote its new ink in

Latin America, the translation came out as "Evite embarazos--use Quink." which means "Avoid pregnancy--use Quink." not "Avoid embarrassment--use Quink."[3] Many of these mistakes are caught early enough in a product's life cycle that they cause little harm.

There are other business mistakes that could have been avoided if American business management were more steeped in the nuances of foreign cultures. For instance, an American cosmetics company opened a factory in a country where the local citizens would rather be unemployed than get involved in the apparently "unmanly" activity of producing deodorants. It was so difficult to hire labor that the company finally chose to close the factory--at great expense--and build elsewhere. Another example occurred when Sears Roebuck de España learned that the average Madrileño would be slow to accept and use a Sears credit card. The "buy now, pay later" phenomenon that is so ingrained in the American cultural tradition was alien to the conservative Spanish culture. Or, for still another example, an American company used a Punjabi farmer as a model for some of its advertisements used throughout India. Non-Punjabi readers promptly identified the ethnic origin of the model and refused to buy the product. Ethnic and religious animosities sometimes run high in India, a phenomenon that the American company did not recognize.

If America is to remain the premier world trader, it must, among other things, reduce the number of cultural as well as linguistic errors that its corporate leaders make. In order to do this we educators must help students to develop new competencies. Even though we have long considered ourselves a nation of immigrants, we can no longer regard foreign language study as expendable. We must upgrade our standards, lest the United States is to lack the basic human resources to steer through the next one hundred years.

Recent statistics indicate that nine out of ten Americans can speak, read, or effectively understand ONLY English. Another indication of the current status of

foreign language studies is to note that only eight percent of U.S. colleges now require foreign language for admission, compared with thirty-four percent in 1966. Moreover, only 17% of American students who have studied a foreign language can speak, read, or write that language easily, unless they have studied the language abroad.[4]

As the Presidential Commission's finding has shown, language deficiencies constitute a threat to national security and American economic interests overseas.[5] What is needed are people who are competent in their respective fields, who have conversational skills in their second language, and last but not least, who possess a good grasp of the culture of that second language, both as it is imbedded in the language and as it manifests itself in peoples' conduct. We must teach our students to communicate in foreign languages, and thereby use foreign languages as a means to other ends and not as ends themselves.

I would like to synthesize the past language trends at this point, because, as Abraham Lincoln once said, "If we could first know where we are, and whither we are tending, we could then better judge what to do and how to do it."[6] To know where we are, and whither we are tending, we have to know from where we have come, especially if we want to formulate solutions to current business, diplomatic, and military deficiencies.

Let us briefly examine the history of foreign language study in the United States. The majority of people learning modern languages other than English during the eighteenth and early nineteenth centuries were self-instructed and interested primarily in acquiring reading knowledge of the language either for general information or for specific career objectives. The nineteenth century upheld a bilingual tradition in public and private institutions. However, by the early part of the twentieth century a monolingual English tradition developed as both a natural

and national imperative. The fear that the U.S. would be fragmented into linguistic minorities seeking to establish separate states resulted in purging foreign languages.

In our grandparents' day, those who were educated in the United States studied foreign languages to discipline their mind. They were concerned with orthographic changes, irregular subjunctives, and pronouns. No one was taught oral communication. Students studied foreign languages to be able to read world masterpieces in their original language. The idea of communicating with foreigners, the thought of putting the words together and gathering information from someone whose mother tongue was not English, was unheard of! In fact, children of recently arrived immigrant families quickly Americanized themselves and shed their foreign dialects.

From the time of World War I through the 1940s it was considered truly un-American to SPEAK a foreign language. Xenophobia prevailed. Repressive measures were legislated against those who spoke German, Chinese, and Japanese. Because of increasing Mexican immigration into the Southwest during this period, laws were also passed which prohibited Spanish-speaking children from using their native language in school. How ironic it was that foreign languages were not seen as a tool for communication.

The high point of modern language study by Americans was reached just before World War II, when 36 percent of all secondary school students in foreign language courses were enrolled. By the mid-1950s, the figure had declined to 20 percent. By 1958, despite all the publicity and subsequent funding by the National Defense Education Act and other acts only 24 percent were enrolled in classes in an attempt "to catch up with the Russians." Interest in foreign languages increased marginally and temporarily. Students were suddenly learning Spanish, German, French, or Russian. Schools offered classes not only in these "traditional" foreign languages,

but also in some of the lesser known languages, such as Mandarin, Hebrew, and Swahili. We were preparing for global survival. It became possible to pursue Soviet studies in Ann Arbor, to learn Chinese or Japanese in Seattle, and to follow African affairs in Bloomington. People approved of the federal expenditure, if only because many of the international studies graduates joined the foreign service, helped to sell American goods abroad, became employed in one of the intelligence agencies or worked at the Pentagon.

Today, 15 percent of high school students study a modern language, a slightly smaller proportion than did so in 1890. Unfortunately, only 1.8% of these students are enrolled in courses at the third-year level or higher. The corresponding figure in other advanced industrial nations and many Third World nations would be close to 100%. Most American students quit after a year or two, before gaining real proficiency in the language. They rarely get to the point where foreign language study becomes interesting, and their attitudes are largely negative ones.

The low enrollment in foreign language programs was not the only problem; something was not quite right with either the teaching methods or American progress in "international literacy," as the experts call it. During the seventies the "new, innovative" way to teach foreign languages was A.L.M. Many students studied their dialogues, memorized them, and received high grades in foreign languages, and still were unable to communicate because of limited knowledge of grammar. When these same students had the opportunity to come in contact with native speakers. problems also arose because of cultural gaps.

My own experience convinces me that faculty members (in or out of language departments) do not always agree on the meaning of "culture" or teaching in this context. Some teach culture by focusing on the country's art, literature, or music.

Others teach it by offering sessions (often autobiographical) on what it's like to live in Paris or how to stand when conversing with a Guatamalan. Others concentrate on political themes or socioeconomic problems, such as the plight of Indians in Peru or the current disturbances in El Salvador.

As Americans, and as educators, we must strive to shatter the prevailing myth that foreign languages are not practical. The reduced opportunities for educational employment have been seen by many as removing the last justification for specializing in foreign languages. The President's Commission on Foreign Language and International Studies reported in 1979 that, as American responsibilities and interests abroad had expanded, the pool of people genuinely qualified to manage them had shrunk.[8] One need only note that in 1979 when the American embassy in Teheran was taken over by Islamic militants, only three of the now famous hostages spoke Farsi, and were able to understand the militants' slogans.

Educational institutions have an obligation to develop in students those perceptual, emotional, cognitive, and social competencies that are necessary conditions of effective and responsible citizen participation in global society.[9] Moreover, we cannot continue to ignore the practical workaday benefits of foreign language learning. Since 1960, the combined annual export-import trade in our country has grown to $507 billion, making us the world's largest trading nation.[10] Literally millions of American jobs are now export-related, and millions more will be in the next decade. Overseas customers buy 24% of our total agricultural production, 25% of our machinery, and 22% of our aircraft. In 1980, U.S. export of goods and services accounted for 12.2% of our gross national product, compared to 6.4% in 1970. Our future prosperity and the continued maintenance of our relatively high standard of living depends, to a great extent, upon how well American business interests measure up in the international market place. Skills in foreign languages are

becoming even more essential than in the past. Yet, ironically despite the expanding communication, and trade, scientific, and cultural exchanges with other countries, there is a decrease in support for foreign language programs at American universities.

Numerous new job opportunities are arising annually because of the rapid development of new international economic relationships. Unfortunately, there are very few applicants who are currently qualified for these exciting careers because traditional American schools are simply not producing enough graduates with the specific kinds of knowledge, skills and attitudes American businesses are urgently seeking. A lack of language skills can result in losing business opportunities. A reasonable command of the language, and an understanding of the culture of the language with which one is dealing, open many doors.

Ever since the 1979 Presidential Commission, there have been efforts to increase language and cultural components of international studies programs. Georgetown University received a grant funded by a congressional act and administered by the International Communication Agency; this grant provided funds for a program that would permit Georgetown students to exchange places with foreign counterparts in any of 40 universities in eight nations. Oakton Community College in Illinois, one of 13 colleges and universities that received a U.S. Department of Education grant, now has a new International Studies program. The first experimental courses began in Spring 1983 for students in Hotel-Motel Management, where students study the cultures of European and Asian countries as well as those of emerging nations. To implement the programs's goal, Global Studies workshops for faculty and administrators are being held. Future course options will include international offerings for liberal arts students, business/vo-tech students, non-English speakers, and global awareness for non-degree students. All courses

emphasize an international viewpoint. Existing courses have been adapted and new modern foreign language and studies courses are being developed.

The American Assembly of Collegiate Schools of Business increasingly is insisting that graduates of member schools should have a global view of business. This mandate has been difficult to carry out because so few Business Administration professors know much about commercial practices outside the United States. Even so, deans of business schools are listening to the Assembly's orders, and in an increasing number of instances, are making a serious effort to broaden the horizons of both faculty and students. One example of an effort in this direction is provided by Columbia University's Graduate School of Business. It is eliminating its international courses and asks that its faculty teach each course in the business curriculum from a world--as contrasted with a domestic--point of view. This is understandably difficult for the faculty member who considers New Jersey or Michigan to be foreign countries.

An interesting trend, perhaps more hope than reality, that provides an opportunity for language teachers may be occurring in Colleges of Business Administration. These Colleges may increasingly phase out existing courses in international business and substitute courses with a global orientation. The reason is that American business faculty increasingly will be expected to teach all of their courses with an "international flavor." Thus, a student who has completed a course titled "Principle of Marketing" will be provided with a reasonable view of "the world" as the target market; his understanding of business practices will not be limited to what happens between New York and San Francisco. American business schools--for that matter, American universities--have tradionally been quite parochial. Business students have learned American law, American accounting, American marketing, and so on. Those students who were interested in international business operations were shunted off to specialized courses taught by professors who are also specialists.

Those foreign language faculty members who are flexible and who are willing to grope with the problems of business schools can offer highly useful courses that focus on other cultures. They can do so far better than can professors of business who have not been trained in this field. But it is imperative that language professors make major changes in what they have been teaching. Without the willingness to change, the business teachers will provide the global view with "in house" personnel.

Many years of study are required to master a language thoroughly and to acquire in-depth knowledge of the societies the student wishes to enter. There are a few formal programs within the United States designed to improve the effectiveness of the person specializing in international business. The best known of these are the American Graduate School of International Management (Thunderbird) in Glendale, Arizona, the Institute of the Business Council for International Understanding at the American University in Washigton, D.C.; the W. Averell Harriman Institute for the Advanced Study of the Soviet Union (formerly known as the Russian Institute) of Columbia University, the Russian Research Center at Harvard University, and the Monterey Institute of Foreign Studies in Monterey, California.

In 1982 and 1983, bills were introduced in Congress to provide over $50 million endowments for research on and educational exchanges with the Soviet Union. In recent years, with the depressed economy and cutbacks in federal aid to education, universities have become financially pressed and Russian studies along with other area studies have suffered. Other factors accounting for the declining interest include elderly professors of Soviet studies who will not be replaced upon retirement, a drop in the quality of students, and increased interest in study programs of other regions such as China and the Middle East.

Both the C.I.A. and the State Department are having trouble recruiting people trained in Russian studies, and few highly qualified diplomats are around to replace

earlier American ambassadors in Moscow, like Llewellyn E. Thompson, Jr., George Kennan, or Charles E. Bohlen, each of whom had long training in Soviet affairs. Consequently, Mr. Harriman's gift of $1 million is part of a broad effort to revive American studies of the Soviet Union.

Both the Russian Institute and the Russian Research Center are undertaking large fund-raising drives over the next two years in order to maintain and enlarge their programs. Harvard will raise $5 million for its Russian Research Center. The increased importance of language has been recognized by both prestigious centers of Soviet studies which suggest that entering students have at least two years of Russian. Jonathan Sanders, assistant director of Columbia's Russian Institute, said that some first-year graduate students there now have had only one year of Russian language prior to beginning the program. In these programs students are informed about life and business in the U.S.S.R., as well as provided with additional advanced Russian language courses.

At Johns Hopkins' School of Advanced International Studies (SAIS), new programs are also being established for students with knowledge of Arabic, Chinese, French, Japanese, Portuguese, Russian, or Spanish. Both oral and written language proficiency is required, and here, as at Harvard and Columbia, students with knowledge of more than one foreign language are at an advantage. Johns Hopkins has just begun its SAIS Executive Seminars, which are a series of intensive, residential seminars lasting a week, aimed at upper and middle level executives. The general topic stressed is "Management of Business in a Changing Global Environment."

The Defense Language Institute in Monterey, California, reported a shortage of 2,383 persons for the almost 10,000 language-qualified officers and enlisted personnel required in 1981. The Institute's staff consists of 350 military personnel and a civilian force of 850. Annually it teaches about 3,500 students,

the majority of whom are sent by the Army. The six largest departments are Russian, German, Korean, Chinese, Arabic and Spanish. From its conception, Monterey adopted an approach of total immersion in the target language. English was outlawed; most instructors were natives of the country whose tongue they taught. Instruction included local history and customs, and often even the native cuisine.

The DLI together with the CIA Language School always has needed a means of determining how proficient students become after their training. The needs analysis for language ability evolved into a scale (0 to 5) with zero indicating no functional ability in the language, and 5 indicating native bilingual proficiency.

When the President's Commission highlighted the need to establish language proficiency achievement goals and guidelines, as well as the need to assess the proficiency of both teachers and students of foreign languages, plans were made to meet that need. A grant from the U.S. Department of Education has enabled the American Council on the Teaching of Foreign Languages (ACTFL), together with Educational Testing Service, (ETS) to provide training workshops for college and university professors in the Interagency Language Roundtable (ILR) oral proficiency interview and rating techniques. The ILR test, formerly known as the Foreign Service Institute (FSI) oral proficiency test, features an interview and rating system based on a scale which measures oral proficiency in structure, vocabulary, pronunciation, and comprehension. The ILR test has been used successfully for over 25 years. The result of the ETS/ACTFL modification is a validated scale suitable for use at the secondary and postsecondary levels of language learning. With this scale language instructors will be better able to place graduates in job positions by utilizing consistent language standards. Prospective employers will know the applicant's qualifications in advance.

Sylvia Porter, a nationally syndicated financial columnist, has long advised people to learn foreign languages and cultures if they expect to compete successfully

in the increasing international job market of today's and tomorrow's world. She equates knowledge of a foreign language and culture to insurance with relation to job acquisition or job security.[11] "It is imperative for young Americans who will assume positions of responsibility to learn as much as they are able to about other languages and cultures. Otherwise, the United States will be ill-equipped to lead the citizens of this planet through the difficult and global problems of peace, energy conservation, and environmental protection."[12]

A Japanese trade official, speaking to a group of business school graduates, summed up the problem: "Our Japanese business people study the language, the customs and cultures of the United States, Canada, Western Europe and Southeast Asia, and we have been extremely successful in selling our manufactured goods abroad because we understand the people and their needs. Our people do not operate through interpreters. Your people must give greater consideration to the study of languages and customs of foreign lands, or you will lose in the competitive world markets."[13] We cannot allow this to happen. This may well be the most significant challenge for America: to educate our students for a global economy. Foreign language educators will play an integral role in meeting this challenge. Our profession is at the dawn of new growth, importance and excitement.

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Footnotes

[1] President's Commission on Foreign Languages and International Studies, Strength Through Wisdom: A Critique of U.S. Capabilities (Washington, D.C.: GPO, 1979), p. 5.

[2] Frank Church, "Personalities Speak Out," Hispania, 61, No. 3 (Sept. 1978), p. 550.

[3] Oscar S. Cornejo, "Avoid Embarrassments in Latin America," International Advertiser, May/June, 1981, p. 12.

[4] Report from the Illinois Task Force on Foreign Languages and International Studies, June 11, 1979, p. 6 (xeroxed).

[5] President's Commission, p. 2.

[6] Abraham Lincoln, "House Divided" Speech, Springfield, Illinois, June 16, 1858.

[7] Fred M. Hechinger, "U.S. Said to Stand Alone in Neglect of Languages," New York Times, January 9, 1979, p. C1.

[8] President's Commission, pp. 8, 125f.

[9] Lee Anderson, "International Responsibility of Higher Education," (paper presented at International Studies Conference, Northern Illinois University, September 28-29, 1978).

[10] Naidyne B. Bridwell, Welcome Address (remarks presented at GEO 2: A Symposium on Geotrade and Careers in International Business, Glenbrook Academy of International Studies, March 4, 1983).

[11] Sylvia Porter, "Languages Key to Jobs of Future," Chicago Sun Times, November 22, 1978, p. 63.

[12] Church, p. 550

[13] Stanley N. Wellborn, "The Bilingual American: Endangered Species," U.S. News & World Report, April 27, 1981, pp. 57-58.

A GRIM(M) FAIRY TALE:
PROFESSIONAL ACCEPTANCE OF BUSINESS LANGUAGE
INSIDE AND OUTSIDE OF ACADEMIA

by

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A Grim(m) Fairy Tale

Professional Acceptance of Business Language Inside and Outside of Academia.

There is a revolution afoot in the foreign language departments of the United States of America. Traditionally, our domain has been exclusively literature, culture and philology, and our language programs have had one purpose only, to train our students in the linguistic skills to communicate in these very areas. Few colleges used to offer courses focusing on practical contexts such as business, commerce and industry. In the early seventies, a national survey located 20 college level programs in the area of business German. By the 1980's, according to a special survey conducted by the editors of Monatshefte, a professional journal for German studies, 37 out of 101 colleges and universities questioned had introduced to their German curriculum new business language courses or revised and expanded existing ones. 27 indicated plans for offering such courses in the near future. We can safely presume that similar developments took place in the other major languages.

The interest in practical, business-related language instruction, as reflected in such statistics, has also been apparent in other professional activities. Articles and even books on the subject have not only been published but are beginning to be recognized as commendable research projects that merit financial and promotional rewards. Many modern language conferences have added a segment on business language to their itinerary, and special conferences devoted exclusively to this field are conducted with increasing frequency and a large number of participants all over the country. The departments

of foreign languages and literatures have made business languages their business! Who would have imagined this possible a decade ago!

Our efforts in this direction are complemented and, indeed, amplified by those in the realm of business, both academic and entrepreneurial, who advocate internationalizing the business curriculum. Already in 1974, the American Association of Collegiate Schools of Business (AACSB), which sets accredidation standards, emphasized the need for preparing students for their roles in business and society - both domestic and worldwide. In 1980, the AACSB reiterated this demand and stated more specifically that no "single approach is required to satisfy the 'worldwide' dimension of the curriculum standard, but every student should be exposed to the international dimension through one or more elements of the curriculum." This statement has been widely interpreted to allow for the inclusion of foreign languages in international business programs, and schools are beginning to require from their majors certain language proficiencies to assure that the future business executive and public servant sharpen their understanding of contemporary global issues, develop a sensitivity for foreign cultures, and, most importantly, be prepared to communicate with the people from other countries in a language other than their own.

Even the American government, though not until 1980, prudently added Part B for Business and International Education to Title VI of the Higher Education Act, and in spite of ubiquitous federal budget cuts, Congress appropriated, last January, two million dollars for this purpose. While this may be a modest sum, the financial support of internationalized business curricula represents an official recognition and an encouraging public endorsement of such attempts.

I do not have to preach to the converted about the dire need and

the justifications for such intramural and external efforts of adding a worldwide dimension, including languages, to business programs. But unfortunately, there are still many faculty members in our departments who are not converted yet. The established professor of literature often harbors a goodly measure of disdain for a discipline as mundane as business and is not willing to invest his energies and time in the teaching and research of language applied to this field - for understandable reasons. He was trained in literature. His professional and social stature and reputation are rooted in this expertise. But even if he were to familiarize himself with such an alien subject, with its terminology and concepts, even if he were to develop appropriate materials and teaching techniques, even if he expanded his activities beyond the classroom, shared his experiences with his colleagues at special conferences and distinguished himself through scholarly publications in this area - few rewards would be in store for him. Most fellow faculty members have insufficient insight into the extent of his preparations necessary to establish a successful business language program, and their lack of knowledge in this field, perhaps even a touch of hypocracy impede a proper assessment of his research accomplishments. Consequently, neither adequate appreciation nor commendation substantiate his efforts. Merit raises continue to be granted predominantly for activities in the humanities. Tenure and promotion criteria, if not at the departmental, then certainly at the university level, still do not recognize sufficiently pursuits related to business language and, thus, tend to lend credence, if not validity, to the misapprehensions described above. Paradoxically, even though universities generally do not reward activities related to business language, they do welcome and support proposals to merge these two disciplines at hand, if only in the hope to increase

enrollment in the language departments. This is, of course, a poor reason, indeed, and if not supplemented by other considerations, demonstrates not only a profound lack of sensitivity toward the spectrum of international education, but is most likely to result in failure.

Business schools and the business community still adhere largely to concepts that are oriented toward the domestic arena. Just five years ago, the American Council on Education reporced that three fourth of those completing a business doctorate had never taken a course in international business. As long as the international dimension in business studies is absent, languages, admittedly, have no place in the curriculum. It is significant that, in the seventies, many schools abolished their language requirements or allowed them to be substituted with so-called computer languages. The College of Business Administration at the University of South Carolina, in tune with the general outlook of the university, places a great deal of emphasis on the international dimension. The Master in International Business Studies, MIBS, exemplifies this trend. Nevertheless, other business majors are discouraged from taking advanced language courses once they have completed their requirements. A standard response of the advisor to our investigation of such cases is: I took languages in college and I have never had occasion to use them. Now I have forgotten everything. It was a waste of time and our students cannot afford to waste time. The other day, a business advisor implored me to give 6 hours of advanced standing credit to a student who had taken German at an army training school 15 years ago. That he could not demonstrate any kind of proficiency after so many years was not accepted as a valid reason for refusing credit. After all, the student had documents proving that he once knew the language to a sufficient degree. The

advisor did not cease insisting until I argued that credit would not be given for business courses taken that long ago, either.

Hoping to soften the antagonism of the business faculty toward language acquisition and to solicit some measure of cooperation, our Foreign Language Department added an experimental Spanish language course to its curriculum that was specifically designed for purposes of commerce and industry. However, lack of response aborted the attempt.The avenue of introducing a business component into the foreign language curriculum in order to provide an education for those interested both in business and the art of communicating one's professional skills in a foreign language is presently closed by the regulation that only students enrolled in a business curriculum can take business courses - a vicious circle. From these and other experiences I can only conclude that foreign languages do not feature prominantly in the international concept of the business school.

The business community seems similarly disinterested in foreign language skills. Our efforts to establish direct contact with companies in South Carolina, domestic as well as foreign, have yielded little response. Neither were they willing to interview our language majors for possible employment, not even if they had a minor in business, nor did they express enthusiasm about the prospect of business language courses. Languages are just not considered useful. Even in international trade, English is perfectly sufficient, we were told. Of course, when firms need a translator for their business correspondence, they are shocked to hear that we charge $25.- per page. How can it be so expensive, when we merely have to re-type a letter in another language?

Unfortunately, our experiences in South Carolina seem to mirror those of many schools and communities around the country. Neither the

faculty of foreign languages and of business administration nor the business establishment hold languages for commercial purposes in high regard, although everyone is ready to admit the fact that they serve the apparent need for international communication, that their functional value for international trade is recognized by prominent beachheads of education and business enterprises, and that they are being introduced successfully to many business or language curricula nationwide.

Obviously, a lot of spadework has to be done to prostrate these anachronistic apprehensions and gain universal acceptance of business languages, and it has to be done simultaneously in all sectors concerned.

The language faculty's reluctance to deal with this subject can easily be overcome. They do not have to be convinced of the value inherent in language competency, just of the prudence of embedding language training in a context more practical and career-oriented than literature and culture. I would venture to predict that a most persuasive argument on behalf of business contexts would be a revision of the academic reward system, including the criteria for salary raises and tenure and promotion considerations, changes that would favor business-related activities and up-grade the professional aura surrounding such pursuits. Within the department, attempts have to made to keep everyone informed about any signs of progress in the field of business language in order to create and maintain awareness of, if not interest in its developments. More bluntly speaking, propaganda has to be made. Post the number of courses in your language of business offered nationwide and the enrollment figures locally and elsewhere. Circulate articles and books, calls for papers and conference programs related to the field. Do not let a faculty meeting

pass by without some reference to your business language course. Request funds for the development of your program. Often times, money speaks louder than words, and the more expensive a program is, the more attention and respect it will attract. Make your course visible all over campus by advertising it, by inviting the entire student body and faculty to a movie you may show or to the lecture of a guest speaker.

Such public relation techniques not only help establish business language as a business to be taken seriously, it also has a wonderous effect on the attitude of the business school, which is the other renegade and should be a target of your conversion efforts. The first rule to be observed is one of etiquette. Never slander the school of business. In the contrary, speak enthusiastically about signs of cooperation, even if you have to stretch the truth. It used to be fashionable in our department to entertain colleagues with exaggerated tales of the business school's sabotage of our teaching efforts in the MIBS program. This only served to antagonize the faculty in both departments and demoralize those involved in business language teaching. Since we are placing emphasis on amicable relations to our colleagues on the other side of the humanities, feelings for each other have improved dramatically and gestures of good will abound. For instance, we are finally included in the continuing self-evaluation and revision process of the entire MIBS curriculum and are asked to represent MIBS outside of the university. The Business School is offering more and more support, even fiancially, and is receptive to plans of increasing the language component by one more semester. And, miraculously, even the languae faculty is less adamant about getting involved in business language activities.

To further improve the image of business languages in the business

school, one should include it in the propaganda campaigns indicated above. Misapprehensions and lack of appreciation are often based on misconceptions and lack of information. The more the business faculty knows about the impact of languages as a means of improving trade relations, the more they recognize the advances made in business language instruction at other schools, the more they see our professional activities reflected in journals and on conference platforms, the more their irreverence will disintegrate.

Of course, all branches of the university concerned with business language will be most responsive to requests for such skills from the business community for which they are to prepare the students, after all. Therefore, promotional efforts have to be directed toward this sector. Our MIBS administration can serve as a model of success in the development of promotional strategies which do not just serve to advertise the MIBS program, but specifically its language component. A brochure was devised specifically for the purpose of informing interested firms about MIBS in which languages are defined as the program's attempt to "completely remove the language barrier in international communication" and to "help students develop ... the skills of handling the cross-cultural dynamics of multinational enterpises." When the MIBS director visits companies to secure internships, one of his more persuasive arguments is the students' language proficiency.

The best promotional material, however, are still the students themselves. Their competency in the language and thus their versatility on the job impresses even the domestic firms and has been known to inspire a company to expand into the foreign market. Other positive influences on the commercial environment that may lead to the restitution of foreign languages in the business community emanate

from this very sector itself. In North and South Carolina, whose economies rely heavily on foreign investment, several international companies have established business language programs for their employees, or they give them an opportunity to attend classes at local schools, all expenses paid. These firms are setting a precedent which is observed with curious attention by the domestic enterprises, and the consequences of these innovative efforts will doubtlessly affect the business community as well as the academic programs at large.

It is precisely this symbiosis of endeavors on the entrepreneurial and the academic level which gives the development of business language training its impetus and sustenance. In order to initiate this process of cross-fertilization, the need for foreign languages with a commercial orientation and the person who is trained in this skill and can therefore fulfill this need have to be created at the same time. Only if we can manage to convince the business communities that foreign languages are indispensable in their pursuit of international trade, and if we can provide the multinational enterprise with the employee who can prove our point will the grim tale of our frustrated efforts to establish business-related language programs be blessed with the happy ending characteristic of all of Grimm's fairy tales.

Margit Resch

University of South Carolina

GAINING SUPPORT FOR ESTABLISHING A COURSE IN COMMERCIAL FOREIGN LANGUAGE

by

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There are likely to be a number of obstacles facing the person who decides to initiate a course or program in foreign languages for business at the college level. This may particularly be the case at institutions where there never before have been any foreign language courses devised specifically for the professions. Some obstacles encountered at Millikin University, a small private undergraduate institution in Central Illinois, will be discussed in this paper. Some of the strategies used to overcome objections to and doubts about the initiation of a Commercial Spanish course at the intermediate level will also be presented.

After overcoming one's own fears and reservations about promoting such a course, one is likely to have to deal with those of faculty and administrators at various levels. Curiously enough, at Millikin I found that my university colleagues had virtually no objection to the rationale I presented to them for initiating a course in Commercial Spanish.[1] They readily accepted the course in principle. The majority of objections and reservations revolved around practical considerations.

Members of the Department of Foreign Languages were concerned about two aspects of the proposal: 1) that the course was being proposed at the intermediate rather than at the elementary level, thus making the first year of Spanish a prerequisite, and 2) that the course was to be a three credit-hour offering, their feeling being that if it were a two-credit course, more business students would be able to work it in more easily with the multitude

of courses required for their major. There were those department members who felt that the business faculty would be more receptive to the proposal if two changes were made: from intermediate to elementary; from three credits to two credits. Citing opinions and trends around the country, I was able to point out that the course would be a much more useful one for the student who already has a rudimentary knowledge of the target language. Later, I gathered data which indicated that we had a number of students in business-related disciplines who were qualified to enter a foreign language class at the second, third, or even fourth-semester level. (These data will be discussed later.) As for the two credit-hour recommendation, I bowed to majority opinion, thinking at the time that such a compromise was better than not attaining the interest and support of business faculty and students.

Our department chairman and I then met with the faculty of the School of Business and Industrial Management. Since it was considered essential to ask for input from them and to solicit their support, we felt that such a meeting was invaluable. It proved to be just that. But although they were ultimately enthusiastic and supportive of the course in principle, they did have one strong objection, namely that this was to be a two-credit course, when all other foreign language courses were three or four credits! Such a course, they felt, would lack the integrity and rigor of a thorough and beneficial foreign language course for their students. It was their concensus that they would support the course only if it were at least three credit-hours! There didn't seem to be any serious objections from them concerning the level of the course. I gave them names of several of their students already voluntarily electing to study a foreign language. I also informed them that I was planning to conduct a survey among their students to get an

idea of a) how many students would consider a course in commercial foreign language, b) the awareness level of the students as to the usefulness of foreign language skill in their careers, and c) how many would place higher than the first semester level. (At Millikin, students are placed into a level of foreign language study based on years of high school experience in the language and their grades in such courses. Since Millikin is a small institution, we are able to be flexible in evaluating each individual, but we use this system as a rule of thumb.)

Ideally, all faculty members in our institutions should be aware of the programs we offer in foreign languages, since many of them advise students, some of whom have a special interest in a foreign language, extending beyond their major and minor requirements. Many academic advisors, I believe, misunderstand our goal, which is to have students learn to communicate in the target language, and thereby have the student attain a marketable skill. Some will remember their own experience in a non-communicative approach, and will therefore not perceive foreign language study as a particularly useful endeavor in a student's preparation for a career. It behooves us, then, to take every opportunity to let our colleagues know what we are doing in the classroom with foreign language. In addition to speaking to them informally on a one-to-one basis and perhaps even inviting them to visit our classes, it seems very useful to address faculty members in a forum setting. At Millikin University, we have a program known as "Faculty Forum", in which each week a different faculty member addresses colleagues, students, and other interested individuals on a topic he or she is researching or in which he or she has a particular interest. I was able to take advantage of this forum to address our goals as language teachers, and also to explain the

importance of foreign language for business and other professional careers. Many favorable comments resulted.

Administrators at many institutions these days are highly concerned with decreases in enrollments. Millikin University is no exception and the administration is dealing with this problem by gradually reducing the size of the faculty over the next ten years, while at the same time increasing the average number of students per class. This is being accomplished by eliminating courses which generally have low enrollments and/or which are rarely offered. The prevailing mood, then, is one against instituting new courses, unless there is a very, very good reason for doing so. One of the best reasons, from an administrator's point of view, is to attract greater numbers of students into the program. A prime argument that will strengthen our case with deans, vice presidents, etc., is that a course or program in foreign language for business will increase enrollments within the department. Data from institutions around the country can be cited to support this argument.

One survey has shown that a typical weakness of programs of foreign language for business is that there is little communication with the local business community, which, in some instances, could provide substantial support, especially where there are companies with operations overseas.[2]

In the final analysis, however, whether or not success is attained comes down to whether students will enroll in the new course or program. In order to get a rough idea of potential enrollment, the survey mentioned earlier was administered to students in seven 11:00 A.M. classes in Millikin's School of Business and Industrial Management. All questionnaires were administered at the same hour in order to avoid repeats. A total of 165

students were surveyed. (The questionnaire and the results may be found at the end of this paper.)

These results were particularly gratifying and positive. About 56% of the students surveyed had two years or more of either French (18%), German (6%), or Spanish (32%), which indicates that there is a good number of students who could place into a course higher than first semester foreign language, depending on grades and other factors. A solid majority of students agreed that a) they would like to speak and understand a foreign language (item 5), b) they would take a foreign language in college if they had some open elective hours (item 8), c) they would be interested in taking a foreign language tailored to their field of specialization (item 9) and d) business and other organizations would be more effective and/or more competitive in foreign countries if more Americans spoke foreign languages (item 11). A substantial number, although less than the majority, agreed that knowing a foreign language could help them get a good job in their field (item 7). More than half disagreed with the notion that learning a foreign language is, or would be, difficult for them (item 6). Only slightly less than one-third of the students believed that people who speak foreign languages are in demand for jobs in their field (item 10). Nevertheless, getting 53 positive responses on this item of the total 165 seems encouraging. In item 12, the vast majority of the students indicated that an obstacle for them would be the length of time it takes to become fluent in a foreign language. We need, of course, to continue developing innovative ways of dealing with this problem. Finally, several students made written comments to the effect that they would like to study a foreign language, but simply don't have enough elective hours to pursue this interest. This was communicated to

the faculty and dean of the School of Business and Industrial Management.

Given the kinds of student responses discussed above, it seems unlikely that anyone could argue very effectively against the initiation of a course in foreign language for business. Prevailing attitudes may be more in our favor than we realize if we as foreign language educators are willing to adapt ourselves to the challenges of the present.

REFERENCES

[1] Much of the rationale cited was taken from Darío A. Cortes' introductory statement at the 1981 MLA Convention for the session, "Commercial Spanish: Sources, Materials, Methods, Job Opportunities and Practical Applications":

1. Reassessment of foreign language and literature studies because of declining enrollments and lack of job opportunities in the field.
2. Dramatic increases in business curriculum studies.
3. The impact and influence of the U.S. Hispanic population in all spheres of national life.
4. The role of Latin America in America's oil energy crisis.
5. Increased business investments overseas and foreign investments in the U.S.
6. The findings of the President's Commission on Foreign Language and International Studies (1979) which encourages new educational initiatives and interdisciplinary activities.

[2] According to this survey only 5% of those institutions having such programs send letters out to the business community. See Christine Über Grosse, "A Survey of Spanish for Business at AACSB Colleges and Universities in the United States," Modern Language Journal, 66, No. 4 (1982), p. 385.

QUESTIONNAIRE

The purpose of this questionnaire is to gather useful data for formulating foreign language courses for students in the professions.

1. Year in school.

- ☐ freshman
- ☐ sophomore
- ☐ junior
- ☐ senior
- ☐ other, specify: _____

2. Major: _____

3. How many years have you studied: (Circle the appropriate number(s).)

French	0	less than 2	2	3	4	over 4
German	0	less than 2	2	3	4	over 4
Spanish	0	less than 2	2	3	4	over 4

4. If you circled only "0" for question 3, go on to question 5. If you have studied a foreign language, was it in:

high school?

junior high school?

elementary school?

college?

other, specify: _____

FOR QUESTIONS 5 THROUGH 11, Circle SA if you strongly agree with the statement, A if you agree, D if you disagree and SD if you strongly disagree.

5. I would like to be able to speak and understand a foreign language.	SA	A	D	SD
6. It is (or would be) difficult for me to learn a foreign language.	SA	A	D	SD
7. Knowing a foreign language could help me get a good job in my field.	SA	A	D	SD
8. I would take a foreign language in college if I had some open elective hours.	SA	A	D	SD
9. I would be interested in taking a foreign language tailored to my field of specialization. (e.g., German for business majors, Spanish for medical personnel, etc.)	SA	A	D	SD
10. People who know foreign languages are in demand for jobs in my field.	SA	A	D	SD

11. Business and other organizations would be more effective and/or more competitive in foreign countries if more Americans spoke foreign languages SA A D SD

12. Mark the obstacles you see in your studying a foreign language:

/__/It takes a long time to become fluent in a foreign language.

/__/Foreign languages are difficult.

/__/People who know foreign languages are not in demand in my field.

/__/Language study is tedious and/or boring.

/__/Other, specify: _____

_____

RESULTS OF COMMERCIAL SPANISH SURVEY
Millikin University
April, 1982

Questionnaires were administered to students in seven 11:00 A.M. classes in the School of Business and Industrial Management. The following is a summary of the results:

1. Year in school:

freshmen	33	(20%)
sophomores	46	(28%)
juniors	44	(27%)
seniors	38	(23%)
others	3	(2%)
unknown	1	
TOTAL SURVEYED	165	

2. Major:

accounting	63	(38%)
business administration	15	(9%)
data processing	18	(11%)
engineering	14	(9%)
finance	12	(7%)
marketing	10	(6%)
personnel management	8	(5%)
business management	5	(3%)
welding engineering	2	(1%)
production management	1	(less than 1%)
others	17	(10%)

3. Previous foreign language study:

French					
2 years	15	(9%)			
3	3	(2%)	Total previous French	29	(18%)
4	7	(4%)			
4-plus	4	(2%)			
German					
2 years	4	(2%)			
3	2	(1%)	Total previous German	10	(6%)
4	2	(1%)			
4-plus	2	(1%)			
Spanish					
2 years	31	(19%)			
3	14	(9%)	Total previous Spanish	53	(32%)
4	5	(3%)			
4-plus	3	(2%)			

4. Place of previous foreign language study (including those with less than 2 years)

high school	113	(69%)
junior high school	17	(10%)
elementary school	7	(4%)
college	23	(14%)
other	2	(1%)

	strongly agree	agree	disagree	strongly disagree
5. I would like to be able to speak and understand a Foreign Language.	52 (32%)	85 (52%)	22 (13%)	7 (4%)
6. It is (or would be) difficult for me to learn a foreign language.	24 (15%)	54 (33%)	67 (41%)	23 (14%)
7. Knowing a foreign language could help me get a good job in my field.	27 (16%)	44 (27%)	78 (48%)	14 (9%)
8. I would take a foreign language in college if I had some open elective hours.	17 (10%)	75 (46%)	53 (32%)	22 (13%)
9. I would be interested in taking a foreign language tailored to my field of specialization. (e.g., German for business majors, Spanish for medical personnel, etc.)	26 (16%)	84 (51%)	45 (27%)	8 (5%)
10. People who know foreign languages are in demand for jobs in my field.	10 (6%)	43 (26%)	88 (54%)	19 (12%)
11. Businesses and other organizations would be more effective and/or more competitive in foreign countries if more Americans spoke foreign languages.	55 (34%)	81 (49%)	19 (12%)	6 (4%)

12. Mark the obstacles you see in your studying a foreign language:

It takes a long time to become fluent in a foreign language.	152 (93%)
Foreign languages are difficult.	63 (38%)
People who know foreign languages are not in demand in my field.	42 (26%)
Language study is tedious and/or boring.	59 (36%)
Other	26 (16%)

A variety of reasons were given in the final category ("other") above, but many students indicated that they just wouldn't have time with their present schedules at the university, in spite of their interest in taking a foreign language.

PROBLEMS, PROSPECTS, STRATEGIES: IMPLEMENTING A WORKABLE FOREIGN LANGUAGE FOR BUSINESS PROGRAM AT THE UNDERGRADUATE LEVEL

by

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Problems, Prospects, Strategies: Implementing a Workable Foreign Language for Business Program at the Undergraduate Level

It is by now well known to all of us engaged in the teaching of foreign languages that a "silent revolution" is slowly but persistently taking over many Foreign Languages Department accross the United States. Launched in part by the Report of the President's Commission on Foreign Languages and International Studies (November 1979), this new impetus comes in the wake of serious economic difficulties worldwide, shrinking budgets and resources, and a general malaise in the foreign language profession. For a group that has consistently been labeled stubborn, slow to change, and traditional in its outlook, this new breath of fresh air is, in many ways, a coming of age.

Chapter VI of the Commission's Report contains some telling figures concerning the growing economic dependence of the United States on the rest of the world and the gradual erosion of American economic power and supremacy. The rather dismal view presented by this document has not perhaps been fully realized by the business community, nor by the academic community, for that matter. Yet here again, some significant changes are beginning to take place.

No attempt will be made here to review these issues. The President's Commission has performed that task in a very thorough fashion, and this is a document that we should all be familiar with. My concern in these pages

is to present an overview of Auburn University's Foreign Languages-International Trade (FLT) Curriculum, together with the rationale that stands behind it, while focusing on some of the problems that have arisen in implementing it and the solutions found to overcome them.

The FLT program at Auburn began officially in the Fall 1976, sometime before the idea of combining foreign languages and business caught up in academia. To the best of our knowledge, this was the first program of its kind in the Southeastern region. The curriculum was in the planning stages for about a year and it was devised with the assistance of Auburn University's School of Business.

Several factors contributed to the establishment of a rationale for this new option. Auburn University, the largest institution of higher education in the State of Alabama, is a land-grant university whose major strengths have always been in the areas of Engineering, Agriculture, and Veterinary Medicine. Within the last decade significant progress has been achieved in the development of humanities programs, and it is to the credit of Auburn University to have maintained a one-year language requirement in the School of Arts and Sciences even during the period of turmoil that characterized the 1960's and early 70's. For many years the Foreign Language Department was essentially a service department, and the Foreign Language Major remained a traditional, modest program for those wishing to pursue a teaching career or to continue their education in graduate school.

The move to explore other avenues was not brought about by outside pressures or by dwindling enrollments. It was prompted by the faculty itself, composed mainly of young professors, freshly out of graduate

school. It became obvious then that more collaboration between different Departments and Schools in the University would be beneficial to all. As a result, undergraduate programs in Comparative Literature, East European Studies, and Latin American Studies were established, using the combined resources of various units. At the same time, it also became apparent that our traditional programs in Foreign Languages were too restrictive and the limited options offered to our majors tended to exclude, from the outset, students whose interest in Foreign Languages was strong but not sufficiently so to pursue a major in that field alone. The underlying rationale then was a desire to broaden the students' preparation by making it possible for them to acquire expertise in more than one field. Even at this early date the combination of Foreign Languages and Business subjects seemed a perfect one, first because of the importance of foreign trade for the American economy, particularly in the Southeastern states, which were aggressively pursuing a policy of economic expansion abroad. Secondly, because of the large numbers of speakers of other languages, Spanish in particular, found in this country.

Two major considerations immediately arose. First, it was strongly felt that the FLT curriculum should have a sound humanistic component. This was, after all, a Liberal Arts degree and it should remain open to a strong presence of courses in the Humanities. Besides the year-long requirement in English Composition and World History, which affect all Auburn students, three quarters of World Literature were also included as requirements for FLT majors. In addition, two more courses under "restricted electives" were to be chosen from Humanities offerings,

together with two courses in Political Science and one in Sociology, and one in World Geography. Under the Foreign Language major itself, a number of electives allowed the students to take Survey of Literature courses in French, German, or Spanish, in addition to required courses in Conversation, Composition, Civilization, and two Business Language courses.

The second consideration concerned Business courses. It was also felt that a strong concentration was also needed in this area, since most of our majors would enter the business world and their preparation needed to be competitive. With the collaboration of the School of Business, a number of core courses in Economics, Management, Marketing, and Accounting were decided upon, while several electives in International Trade would make it possible for students to concentrate on a given area, if they so desired. In addition, we were fortunate enough to have among our Business School faculty native or near-native speakers of foreign languages. Thus a course in Economic Development is regularly taught in Spanish, and a section of International Economics will be taught in French, beginning next year. The end result was a degree that consisted of a double major: 51 quarter hours in a Foreign Language, and 49 in Business, with yet the possibility of taking more courses in either field under General Electives. The program was a success from the start. The number of majors increased dramatically, with approximately 190 students to this date.

There were, however, inherent difficulties in setting up this program. The first one was raised by the School of Business itself, through the regional accrediting agency, which established a limit on the number

of credit hours in Business subjects (25% of degree requirements) that could be applied to a Liberal Arts degree. At first, this regulation was perceived as severely limiting. In practice, however, students rarely graduate with the exact number of required hours. We have then encouraged those students who wish to do so, to take those hours over and beyond degree requirements in Business subjects.

The greatest challenge has been, however, to make this degree accepted and competitive. Unfortunately, it is not difficult to find those who believe that a Business School degree is somehow "better" than a Liberal Arts degree with a strong business concentration. Our task was to convince potential employers of the validity of our program. Several strategies were developed in this regard. First, a number of companies were contacted by letter, explaining our curriculum, and inquiring whether they would be interested in sponsoring interns. Several positive answers were received and our first intern (a French major) was placed in the summer of 1980. Interns receive academic credit for this experience, lasting one quarter. They are asked to submit reports, in the foreign language, concerning the work they do. Upon completion of the internship interns also submit a general evaluation of their experience. In turn, the sponsoring company fills out an evaluation form for each intern and recommends whether credit should be awarded or not, based on the student's performance. After participating in an internship, one company agreed to pay the student the equivalent of minimum wage in the form of a grant to Auburn University to help defray the intern's educational expenses. Although we certainly encourage this arrangement, and would like to see it applied in all cases, we do not feel that this is

the main consideration for an internship. We do not insist either on placing student interns directly in an international department of a company, nor de we stipulate that they be exclusively involved in one activity, like import-export, for example. This seems at this point unrealistic, since most firms do not hire directly into their international operations. What we feel is important instead is to give the students some practical experience in a business setting before they graduate, to make them (and the sponsoring companies) realize that the preparation they have received is worthwhile and equips them to function within a company while enhancing their possibilities for future employment. Internships also provide meaningful contacts between our Department and the firrs involved. This helps to promote our curriculum in the business community.

Placement of our students after graduation has also presented a few challenges. This is due to the fact that Auburn University is perceived rainly as an Engeneering school, and secondly to the lack of familiarity of business firms with our program. This has been in fact, the greatest difficulty so far encountered, and a satisfactory solution has not yet been found. Working with the Placement Office, letters were sent out to companies who has scheduled intwerviews on campus. After explaining our FLT curriculum, the companies were requested to consider interviewing our students. Some success has been achieved, although much remains to be done in this area. Until such time as we can achieve a breakthrough with the Placement Services, individual job search remains the most viable alternative. The interesting thing is that, in spite of difficulties, our graduates' record of employment has been, on the whole, excellent.

But the boldest attempt at focusing on the need for foreign languages in the business sector will soon be undertaken. Thanks to a major grant from the Alabama Commission on the Humanities, the Department of Foreign Languages at Auburn will be sponsoring multidisciplinary Conference, "Foreign Languages and International Trade for a Better Alabama" April 29-30. Dr. Samia Spencer, Project Director, assisted by a committee of Foreign Language Department members, has put together an impressive program that will bring to campus representatives of Business, Education, and Government agencies to share ideas and concerns regarding the importance of a Humanistic education, and Foreign Languages in particular, in establishing meaningful business relationships. Through this Conference, we hope to implement in a concrete fashion an important recommendation of the President's Commission on Foreign Languages and International Studies, namely the establishment of lines of communication between the academic and business communities. We have much to learn from each other. I suspect such a dialogue will find us sharing many common concerns.

It would be naive to dismiss the difficulties that we have encountered so far in implementing our curriculum. The positive aspects definitely outweigh the negative ones, however. Like most college instructors engaged in these interdisciplinary programs, few of us ever thought that our careers would take such a turn. Our training in literature and criticism seems at time far removed from the direction we have taken. There are and will be those who look at it with suspicion and fear, accusing us of betraying our career goals and short-selling ourselves for the sake of "trendiness." Yet we are not seeking to downgrade

literature or literary criticism. These are important components that cannot be neglected but rather given their proper place within a curriculum that strives for balance. It is precisely this balance that will insure the continuation of courses in the Humanities, no longer perceived as conflicting with the kind of practical training demanded in a rapid-changing environment.

TEACHING FOREIGN LANGUAGES FOR BUSINESS, PROBLEMS AND PITFALLS: HOW TO SOLVE THE FORMER AND AVOID THE LATTER

by

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TEACHING FOREIGN LANGUAGES FOR BUSINESS : Problems and pitfalls how to solve the former and avoid the latter.

Teaching foreign languages for business at the College level is a relatively new endeavour. It is mushrooming now and we are happy - it is always pleasant to see that others finally share your views... but the very fact that such courses are launched almost every year in more and nore numerous colleges and universities calls also for a kind of warning, and I think it may be useful to share with you my own experience, the problems I have had and how I tried to solve them.

But first of all I would like to stress two important things :

The students want those courses. They tried to say so in 68 when they asked for the courses to be more "relevant". I am not sure we understood them at the time. We felt they questioned our own belief in what we were doing, almost our "raison d'être". I do think that what they meant was : "We want to study what we can use in our professional careers. We love foreign languages but we do not want to teach foreign languages necessarily, so we want to learn more about other uses of a foreign languages." Education is an investment - and not a small one - so it is quite natural that they want to make the best of it and the prospect of unemployment is not very appealing...

But at the same time, some of our colleagues - just as they did in '68 when they turned a deaf ear to the students' claims - feel threatened by this type of course, and because

they feel threatened, they usually fight against this new curriculum. So be prepared, you will have to be a diplomat, very convincing when you want to implement a new course. Maybe you will need figures : how many students there are in all the courses and then when you have gathered the data you will have to "handle it with care", it might be dynamite... be diplomatic. You will soon find a pattern of the types of courses which are popular with students - bear in mind, however, that certain instructors are popular and could teach anything, even the yellow pages of the telephone book and still have students... Analyzing the pattern should give you a very good idea of what the student body wants. If all of them register in literature courses and seminars to go on with an M.A. and a PhD in foreign languages, it means that they are not interested in languages for business. But quite frankly I would be very surprised if that is the case. More likely you will find out that, if there is still a language requirement, there will be students - willy-nilly in the elementary or intermediate levels to fulfill the requirement and then they gradually vanish from the class rosters. If there is no requirement, we do not have to coax ou our captive audience into taking some of our other offerings and keep up with their language, because, in that case, our "customers" come by themselves or... don't come !

So let's put it this way : the problem is twofold :first, we have to keep the students we have and second, we must attract new ones. An inquiry about students' interests in all your classes can be helpful, because, then, you will have figures that you can use and show around - remember the first figures I mentioned earlier are a very dangerous weapon - une arme à double tranchant !

Here is an example of a questionnaire that we use at UNL. It is devised in such a way that you cannot be accused of being biased.

Reasons for work in languages (check those applicable) :

- meet Arts & Sciences language requirement.
- meet another college's language requirement
- seek employment using language as primary skill (translating, teaching)
- seek employment using language as secondary skill (counseling, business, social work, diplomacy, agriculture, industry,etc)
- general interest in languages
- other (please specify)

The majority of students check secondary skill and often underline the word business !

Then you can convince your colleagues that the need for such courses does exist, but don't forget to keep on stressing the fact that what you plan on teaching is highly cultural, is civilization, is composition (the art of writing business letters)...

When the Curriculum Committee has accepted your new course, it does not mean that all will be ideal thereafter !

Be very careful with the scheduling of your classes. Be prepared to end up with the worst times but make sure that your course is not in conflict with any advanced literature courses, so that you won't be accused of stealing students... (and that is when the first figures are useful !) If one of your colleagues has only a handful of students -and I am not passing a judgment on his/her qualities as an instructor- it may very well be that the subject is not palatable to students... But if this is the situation, make sure that your class is scheduled at another time. The students won't be able to say : "I am so sorry I could not take your class but it conflicted with my Business class."

Another problem : will the new course count for the major in foreign languages ? I know you do want it to count but... if it were to cause a problem in the department... let it be counted as an elective : you may looe a few students when they realize that (I state that as a possibility but it never happened to me) On the whole, it will not prevent students from taking the course. At Rutgers, it did not count and the last year I taught it for a maximum of 20 students, I had 39 registered and a waiting list !

If there is a Business school on your campus, tell your Chairman and your colleagues of all those "prospective" students who are there : those who took 4 years of language in High School and who are majoring in Business. This is a "pool" you have to tap. They should be attracted into your department by advertising the Business language courses, and eventually quickly be convinced that their grammar is a little rusty, or their pronunciation needs a little more polishing and that they are lucky that such remedial courses are offered in the Department, that your dear Colleague, Dr. So & So does a tremendous job in .... just what they so badly need.

Now the preparation of the Paris Chamber of Commerce & Industry exams in French for instance is also a very good way to help populating some of your colleagues' classes. For instance the Diplôme Supérieur can be prepared for by attending three courses : one in civilization, stressing French economy, one in translation, including economy as well as commercial texts and, of course, your own business techniques course. You could even extend it to a 4th one : Composition for business letter writing though it might not work out well :

your colleague teaching Composition, might not know how to write a good business letter himself !!!

Now, if there is a Business School on your campus you have to go and convince the Administration there that their students should take language courses as well. Nowadays with the state of the economy, it is easier to persuade them of the advantages of a foreign language, of the necessity of speaking your prospective customer's language if you want to be successful in selling abroad, in exporting your merchandise. If administrators seem to turn a deaf ear here is ammunition to use in convincing them : "The tongue-tied American" by Congressman Paul Simon, and the President's Commission on Foreign Language and international studies : "Strength through wisdom" I quote : "Many American Companies now expect that more of their growth in the next decade will come from foreign markets than from domestic operations, but serious obstacles stand in the way... one serious barrier to American business is its lack of foreign language and area expertise... If the U.S. is to export more and compete more effectively in international trade, it is the many small and middle-level firms that must be involved.. But American business people at these levels are often at a disadvantage when functioning internationally. They rarely speak foreign languages and have little experience or cultural skills in negotiating with foreign entreprises or governments... A 1977 report of the American Council on Education disclosed that surveys had found that more than 75 per cent of individuals receiving Doctorates in Business Administration had not taken a single international business course during their graduate studies."

I think we can add that most students have not taken any advanced business language course either.

Now that we have dealt with difficulties at the administrative anddepartmental levels, let's face another problem : your own capacity to teach business courses. I do feel particularly guilty because I did not stress that point in Princeton at the first Colloquium on French for Business, I avoided it in Los Angeles and I hardly touched on it at Ypsilanti, two years ago.

You are convinced it is the new direction you should take, you are willing to take it, you are full of enthusiasm... but let's take a candid look at your own background. You hold a PhD in Literature or linguistics, you have a long list of publications, your French, German or Spanish is flawless... but what do you know about business ? Maybe I can say that because I happen to have also a degree from a French Graduate School of Business, and it certainly made things easier for me when I was asked to teach Business courses !

After attending the Colloquium in Princeton in 1979, many Colleagues embarked in teaching such courses only to meet with disaster because they did not know how to deal with such teaching and also because they had been too confident about their own background and knowledge of the subject and that is why I feel guilty, I probably made it sound easier that it really is. A foreign language for business <u>is</u> a language, maybe not like Fortran or Cobol but it is a different language, all the more treacherous that in many instances the words are the same but they have a different meaning in business. And you are not only teaching words, you are also teaching concepts, techniques...

I will not say that if you do not have an MBA you won't be able to teach Business language courses. But I do encourage you to attend Business classes in English, to take advantage of the Paris Chamber of Commerce & Industry "Stages de formation" in Paris and La Rochelle (now there is one in Lyon also) if you teach French. Make sure that you are "more than one lesson" ahead of your class, and that you could answer treacherous questions from your business majors who probably know more than you do as far as American business techniques are concerned!

Unfortunately I am not exaggerating. Let me tell you a personal anecdote : a good friend of mine, chairperson of a Foreign Languages Department, had attended the Colloquium in Princeton and she decided to offer the course the following year. The instructor who was selected was terrible : he started with 18 students and ended up with 7 at the end of the semester. So I accepted to teach an evening course to salvage the program. But on the first day of class there was a man sitting at the desk with books and papers. I was rather nonplussed and wondered if there were two sections. He said "No, there is only one." I said I was under the impression that I was to teach the course. "Did you teach it last year ?" I added, thinking that perhaps there had been some changes during the Summer and they had had to rehire the former instructor. "No, I never taught such courses !" he even looked somewhat insulted at the thought of having to lower himself to such a level. So I suggested that we checked our rosters. His read "Elementary French". He presented me with his excuses and added : "I've just bought the books ten minutes ago. Do you have them ? Well, then, I guess I have to return them to the bookstore.

Such things can happen but what is distressing is the fact that he was going to teach that highly technical class without any preparation, any research, and I was shocked at such a lack of professionalism. Let's hope it is unique.

There are books, I have a bibliography to help those who teach French for business, I am sure there are bibliographies in the other foreign languages, make sure you have them, the Bulletin de la Chambre de Commerce & d'Industrie de Paris, which is sent free of charge, is also very helpful. Public Broadcasting Corporation, ETV Network has programs on American business which are interesting and easy. Your university could have them on video-cassettes and it could be helpful for you and for your classes at least for foreign language majors who have no idea whatsoever about the way business is conducted in their own country, in their own mothertongue.

Another point also should be stressed since we are discussing problems : the fact that you will have heterogenous classes. Maybe not at the very beginning because you will certainly start with good foreign language majors, but gradually other students will be attracted - the word spreads fast when graduates get good jobs thanks to the business course ! Hence the lack of homogeneity ! Those from the Business school often have some difficulty in understanding spoken French or in writing correctly. It is a problem and I am still at a loss as to how to solve it satisfactorily. This is what I do : when preparing my classes I select the easier questions for the slower students and the harder ones for the foreign language majors. I also have the French majors help the business majors with their French and vice-versa, the business

majors can help their classmates understand complex business concepts. Or sometimes I have the business majors make a presentation to the class on how such questions are dealt with in English. For instance, whe we study partnerships, I often ask a business major to explain in English what a corporation is, and a French major explains, in French, the differences between a "Société Anonyme" and an American Corporation When grading, I tend to give more for the content than the form for Business majors and do the opposite for French majors, bearing in mind of course that both categories of students should be able to take and pass the Chamber of Commerce & Industry exams at the end of the semester.

And to end up with difficulties, since we are now speaking of the Exams (and it probably goes also for the Madrid Chamber of Commerce and the Goethe Institute Business exams) there is also a problem for those of us who are not, (or in my case, who are no longer) in or near big cities as New York, Chicago, Los Angeles, Washington Houston or Detroit. Where do we find the Members of the French business community to come and administer the oral part of the Diplôme ? When I was at Rutgers, I was "choosy".. I'm afraid I cannot afford that any more and I'll be very happy if I can find two Frenchmen in any kind of business, at any level, in Nebraska !

With all my warnings and the various problems which will, no doubt, liven-up your days, you probably think that in my conclusion I will strongly discourage you from even trying to attempt teaching business language courses. Wrong ! I do give you my blessings, this is what we have to do if we do not want to face extinction ! But I want you to be successful, to be better prepared to fight back, and I'll be very happy if you have "your" problems to share with me so that we can try to solve them together.

DEAR COLLEAGUE,

I AM SORRY TO INFORM YOU ABOUT YOUR NEW TEACHING ASSIGNMENT

by

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by Margit Resch 200

Dear Colleague,

I am Sorry to Inform You About Your New Teaching Assignment...

When I got my Ph.D. in literature, I felt confident that I was well qualified for my new position. After all, I had sufficient experience in language instruction and through my studies, I was prepared to teach literature courses. I would be able to do a fine job. Some doubts undermined my confidence when my first assignment turned out to be a culture course, "The Germans Under Hitler." For such a task I was not trained. But I derived consolation from the fact that I knew more than my students, some of whom believed that Hitler had started and lost both World Wars, and that he had established houses of prostitution along the front to keep the soldiers animated. What I did not know, I could easily acquire because I had learned where and how to look up information in the humanities.

But then came the ultimate challenge: "Dear Professor Resch, I am sorry to inform you about your new teaching assignment: FORL 703G, Language Training for International Business, a course for graduate students." From the wording and from the fact that I was ordered to teach FORL 703G, I surmised that it was an unpopular course and that there were no volunteers for it - ominous signs. Unable to refuse the assignment and sufficiently curious to tackle the task, I began preparing myself. Fortunately, the material was prescribed by the coordinator since this course is part of a larger package, the entire language component of the MIBS program (Master in International

Business Studies). Nevertheless, I soon realized why my colleagues were - and many of them still are - so reluctant to venture away from the familiar territory of literature and culture to the white spot on the map of academic disciplines called business studies. The material, whether in English or in German, was Greek to me. For instance, I had no idea what "balance of goods and services" (Saldo) was in German, and when I found out, I also had to inquire about the gender. I did not know what "Streckengeschaeft" was until I looked it up in English, "direct sale from producer to customer." And though I learned that "Wechselgesetz" translates into "negotiable instrument law," I had a very inadequate notion of what that meant - still do, as a matter of fact. My ignorance about the seemingly infinite spectrum of business, its terminology, its concepts, its practices, was unsettling and appeared impossible to overcome. Moreover, I was demoralized by the realization that in this course the students would know more about the subject matter than I, the teacher. It was their major! Furthermore, they were graduate students, some of them my age, the cream of the crop, with GMAT scores of above 550. Unlike my undergraduate language students, they would be self-motivated, demanding, much more critical, and very unforgiving of my shortcomings.

I am sure that those of you who have been trained in literature and have taught a business language class went through similar bouts of anxiety and feelings of inadequacy. But we all know that there are ways and means to overcome them. Think positively! The fact that students come with previous knowledge can easily be turned to the advantage of the teacher and the learning process. It allows for that wonderful spirit of cooperation between instructor and students that should be a dominant feature in all adult education classes, a natural give-and-take that constitutes a genuine exchange of information,

unadulterated communication which can be conducted in the foreign language. Not having to explain concepts leaves more time for work on the language. And language, I told myself, is my element, my special skill and, in an emergency, my life saver. When my knowledge of the subject matter begins to wear thin, I can always resort to my native tongue and, if I speak rapidly, I can hopefully fool the students into thinking that I know what I am talking about...

I still take cover behind the German word occasionally. But I did survive that first course gracefully, and by now I have designed an entire curriculum, and I am here, I presume, to share my experiences with you.

Let us assume that you get the assignment to develop a business language course. You have no background in this area. What should you do? First of all, be aware of the fact that the course encompasses a lot more than its name implies. It is not confined to business terminology, but includes business concepts and practices. Precisely because of those dimensions, it is wise to begin your preparations with an inquiry into opportunities to be trained by competent people. There are now a variety of seminars and conferences on language for business purposes. Some of them are specifically geared toward your language. There are also workshops that are devoted exclusively to the training of teachers of business language. For German, the Carl Duisberg Society in Cologne conducts 3-week seminars every summer. A similar programs for French is offered by the Chambers of Commerce in Paris, Both workshops are quite costly, but well worth the investment. Your school may fund faculty teaching improvement projects and help finance your training. If such extravagant course of study is not within the range of your pocketbook or your time and is out of the question, well, then you have to take the more tedious route of

self-training. Contact a colleague in your School of Business and have him or her suggest books that would be helpful in unlocking the mysteries of the business realm. Undergraduate textbooks are relatively comprehensive and easy to understand.

Of course, this kind of reading will not introduce you to the business practices in your specific country, which are doubtlessly quite different from those of the US. For suitable material, write to the institutions that conduct business language workshops. The Carl Duisberg Society, for instance, published a nice little study on the prospects and problems of teaching business German. Contact the chamber of commerce in your country, your embassy, the ministry of economic affairs, large companies abroad and their subsidiaries here. Useful for your own initial preparation can be textbooks designed for business language courses. They will offer enough insight into the subject matter to restore your confidence and encourage further investigations. Unfortunately, they are not always easy to locate because they are often published by obscure publishing houses which do not generously send out advertisements to "Occupant, Foreign Language Department." Write for catalogs to the big New York bookstores that have foreign books divisions. But first and foremost, prey on your colleagues at institutions which already offer business language courses. Ask for textbook suggestions, and syllabi, course guidelines and objectives. Do not expect an answer or a flood of materials, but you should receive enough so that you can move on to the next step of your planning.

Assess the circumstances and needs of your prospective students. Most likely, your student group will fall into one of the following categories:

1) Students from the business school with no knowledge of the

foreign language but a good background in business and economics

2) Students from the business school with some language proficiency and language majors minoring in business.

3) Language majors with no background in business studies.

Clearly, you have to tailor your program to the needs of your respective group. Personally, I cannot see how a business language course can fruitfully be taught to students of group (1), who have no language background, unless it is a reading course. At least two, preferably four semesters of basic language instruction should be the prerequisite of a serious business language course. In the following, I shall deal with courses intended for groups (2) and (3), students who have experience in the language and do not have to be introduced to basic skills.

Once you have established the needs of your group, you may want to define your course objectives. Basically, a balanced blend of language and business concepts should be offered. The course should develop functional capabilities, that is to say, conceptual and factual knowledge, and notional competency, which means the grammatical and lexical tools to express the former.

Your curriculum should adequately cover all or the most important aspects of business theories and activities. You should have in your hands a list of topics, competently compiled by Harald Braun, author of one of the best business language textbooks in German which is, unfortunately, still unpublished. The items on this list cannot reasonably be accommodated by a curriculum of one or even two semesters. But it gives you a good idea what the discipline of business and economics entails. For our purposes, a prudent selection has to be made, which is probably contingent upon the texts available

to you, the interests of your students and your own expertise. The following comprehensive areas should be covered:

1) the economic geography of your country

2) joint management

3) production and industry

4) money and banking

5) marketing and advertisement

6) communication

It goes without saying that a business language course is primarily a language course. While a traditional course uses cultural and literary backdrops for developing the four skills, this course uses business topics as the context. Consequently, the overall objectives should be defined along these lines:

At the end of the course, the student should have the communicative competency that enables him or her to master, in terms of language and behavior, most everyday situations within his or her prospective professional environment. The student should be informed about most economic and socio-political issues and be able to a) report and comment about them adequately, b) ask pointed questions, and c) obtain further information through newspapers, professional journals, radio and television.

The level of proficiency the student should attain is, naturally, dependent upon the prerequisites and the duration of the course.

Having to use business topics as a vehicle to develop and improve language skills poses problems we may not have had to deal with in our regular courses. Unlike the customary array of themes, such as traveling, going to a restaurant, student life, etc., business topics are rarely conducive to oral communication. The language of business exists predominantly on paper. As a form of interpersonal

communication it is limited to select areas, such as sales and service. When would one have a conversation about elementary contractual rights and liabilities, accounting, or basic commercial law? Such topics are only useful as reading material. On the other hand, when would one ever find an exchange between a sales clerk and a customer confined to the printed page, other than in schoolbooks? This material should only be used for listening comprehension and speaking exercises. Or when would you orally communicate your resume or a sales contract? These lend themselves nicely for writing practice. Thus, when planning your course material, you need to choose topics according to their didactic propensity.

Of course, you may find a suitable textbook where the selection of topics according to such considerations was made by the author. And a textbook is certainly preferable to your own collection of materials, if only because it saves time. Unfortunately, the market is not yet overflowing with good textbooks. In some languages, there are no textbooks at all or at least no current ones, such as in Portuguese and those tongues that are most eloquent in trade these days, Arabic and Japanese. In the major languages we have somewhat of a choice, particularly in Spanish, I understand. But no book will satisfy completely your specific needs, and most books leave a lot to be desired in many respects: irrelevant topics, uniformity of the kinds of texts chosen, outdated materials, artificial language obviously concocted for academic purposes, inadequate exercises, and so forth. The reasons for these and other shortcomings are manifold and cannot be discussed here.

In view of this unsatisfactory textbook situation, we are largely left to our own devices. No matter whether we design our course around a book or not, we have to locate and compose an arsenal of materials

ourselves. How do we obtain them, how do we arrange them, according to what criteria do we select from them for classroom use, and finally, how do we use them?

While you were training yourself, you probably received a great deal of materials suitable for teaching purposes. You can supplement those from various other sources. Articles and advertisements from newspapers and business journals are relatively easy to obtain. It is more cumbersome to get merchandise catalogs and advertising brochures from retail stores, pamphlets issued by banks describing various banking services and procedures, annual reports from large companies, etc.

Collecting materials should be guided by several other considerations. The course should present a variety of forms of communication as they occur in the real business world, and they should be written and oral in nature: news reports, commentary, interviews, lectures, advertisements, telephone conversations, letters, discussions, articles, etc., each one has a different style of communicating information, and it is necessary that the student not only develop a sensitivity for the idiosyncracies of each form of communication, but also learn to master it.

The multiplicity of materials should be presented through a variety of media. In addition to the printed word, pictures, sound tape recordings, video tape recordings and film can be used to convey the broad spectrum of the business environment and serve to keep the students entertained and interested. When you go abroad, solicit materials from stores, banks, travel bureaus and other agencies. Tape radio programs on economic issues and sales transactions at the butcher store. Video-tape televion news and commentary, commercials, stock market reports. These video tapes can easily be transferred to

our system - unfortunately for not so modest a fee. At USC, we have begun to conduct interviews of the students who just returned from their internships overseas. The questions are prepared in class. The interviews are video taped and constitute a wonderful learning device, both in terms of language and information about business practices abroad, and not just for the current class, but for future classes as well.

I arrange all my materials roughly according to the list of topics you have in your hand and according to their usefulness to practice one of the four language skills. By far the largest category is, naturally, reading materials. Your selection of classroom texts should be guided by some of the following criteria. Linguistically and in terms of information, the text should be devised in such a way that it is commensurate to your students' level of knowledge and comprehension. Business texts addressed to the expert are usually too specialized and too difficult as they presuppose knowledge that neither you nor your students may have nor be able to handle in the foreign language. More suitable is a text for the layman such as a brochure describing certain real estate transactions for a potential buyer or outlining a particular loan available to the customers of a credit institution. This material was written for a reader who has little or no knowledge of the subject matter, but the desire to inform himself. It is therefore apt to be clearly written and convey all the information necessary to comprehend the issue. It does not require that the teacher amplify the text through additional lectures and explanations for which he may not have the expertise.

In principle, the ideal reading text should meet the following standards: The information should be self-contained and complete, it should be logically organized and clearly presented. Ingredients that

stimulate the interest of the reader, particularly non-verbal means such as illustrations and graphs, are desirable. Topographically, the text should be pleasing and reflect the internal organization.

By the way, there is no reason why we should confine ourselves to straightforward, dry business texts. You may find literary treatments of economic issues that convey, if not the concepts, the business terminology. I came across a wonderful satire in which an array of financial terms is sugar-coated in thought-provoking humor. Let me translate a paragraph for you to illustrate my point. Heinrich Spoerl, "About Money": "Not-having-any-money is expensive. It costs you late payment fees, higher interests, court fees, penalties for freezing your account. These are luxuries that only the rich can afford. Not-having-any-money is a condition plagued with financial penalties. But that may well be justified. Otherwise, not-having-any-money would be even more widespread than it is already." As you can see, this exerpt alone contains a wealth of business terms, though the business concepts may not be altogether orthodox.

As far as oral communication is concerned, it should not be practiced with material intended for reading only. Conventional classroom activities such as summarizing an article or having content questions answered orally do not help students practice the kind of language patterns and idiomatic phrases used in spoken business interactions. To develop those skills, we should strive to create communicative contexts that resemble closely real life situations. The better we can simulate an actual business scene on the classroom stage, the more the students will apply themselves and the better they will be prepared for the professional arena. Group work such as role playing, telephone conversations, sales negotiations, interviews, panel discussions, office chit-chat, job instructions, or individual

reports are dynamic didactic devices, especially when chosen in a spirit of co-determination, to use a business term. I do not need to belabor the pedagogical justifications for such strategies, but I would like to point out that these methods require a drastic modification of our traditional role as teacher. We have to abandon the elevated platform in the front of the class and slip into the role of moderator and advisor who mingles with the group. Furthermore, I would like to mention a frequently overlooked advantage of techniques such as role playing. The students do not just improve their foreign language skills, but their foreign social skills as well. They get a chance to practice the social conventions that complement the spoken word and vary, often drastically, from country to country. Behavioral training is a frequently neglected, but essential aspect of business language courses.

Writing activities should also be chosen with circumspection. There is little sense in recreating on paper a telephone conversation, for instance. The spoken language, characterized by fragmented sentences, spontaneous exclamations and tolerant of grammatical irregularities, will turn into a verbal artifact when confined to the page where the peculiarities of the spoken word are not acceptable. Once again, I would like to emphasize the principle of choosing activities that are applicable to the professional situation. Writing resumés, business correspondence, sales contracts, memos of all kinds, job profiles, job applications, etc. are realistic assignments. For fun and vocabulary practice, advertisements and scripts for commercials could be composed, though they render little value for the professional scene.

Business language courses conducted abroad often include in their curriculum excursions to local companies. While we may not have this opportunity to experience business first hand, we can invite the firms

to come to us. This country serves as host to over 1000 German and I don't know how many other foreign companies. One of them may be operating in your area, and they may be happy to send a representative to your class to speak and share his experiences. The invitation could well be a joint effort between your department and the business school, and the speaker may want to use the occasion to scout for prospective employees among your students - a symbiosis between academia and industry.

In contrast to most of our language clientel, our business language students may actually find opportunities to use their skills after they graduate, and they certainly need them if an internship is built into their study program. This prospect lends particular importance to the testing procedures we choose. Rather than test the acquisition of required course material, we may want to assess proficiency. The results of proficiency testing serve two purposes. By measuring the students' skills with an impartial yardstick and by being able to compare them with others, we get a good idea about the effectiveness of our program, and the student is reassured, if he passes with a reasonable score, that he can compete with his language capabilities on the open market. To devise a proficiency test is a challenging task if one lacks a notion of what constitutes a given level of competency. Few of us are qualified to define such levels, let alone test for them. Fortunately, institutions such as the Princeton Educational Testing Service provide standardized tests for various levels. To date, as far as I know, only French (and Spanish) is blessed with two examinations especially designed for business language. The ~~Paris~~ Chamber of Commerce (in Paris & Madrid) provides and grades them and issues certificates attesting to the participant's respective level of competency. In German, the Zertifikat Deutsch als Fremdsprache and the Mittelstufenpruefung are

useful tools to certify language skills. The Goethe Institutes administer and score them, and the participant receives a "Zeugnis." We are impatiently waiting for the Certificate German as Business Language which apparently is in the final stages. At USC, we also use ETS oral proficiency testing. This is a reasonably objective and finely tuned testing mechanism for which you have to be trained. The standards are derived from proficiency definitions established by the Foreign Service Institute. ACTFL offers introductory seminars and full-scale workshops where college teachers can get trained in the sophisticated techniques of oral interviewing and subsequent evaluation of the student's proficiency.

I feel that we can only continue our teaching efforts in good conscience, if we can assess our achievements within a larger context and measure them objectively, such as with standardized testing. And it gives our students a sense of confidence and pride when they are given a stamp of approval by an independent verdict.

However, proficiency testing can throw a few grains of sand into an otherwise smooth grading system. Should a student, who failed a standardized test at the end of the term, but who completed all course requirements satisfactorily, receive a passing grade? Or should the two evaluations be blended into one grade? Should only the course grade count and the proficiency test result merely serve as an indicator of overall abilities? This decision must be made before the semester begins and be specified in the course guidelines.

Last but not least, your department may require students' evaluations of the instructor. Avoid administering the generally prescribed questionaires. Those evaluations often only assess the teacher's accomplishments in regard to language instruction. They do not take into account the two-fold objective of a business language

course, which is development of language skills and business expertise. An adequate questionaire should reflect your success in both areas. Furthermore, if skillfully designed, it can be a useful peephole into your own classroom through which you can glance at the success or failure of your books, materials and teaching methods. It could help you with course revisions.

Now, if you should receive a "Dear Colleague, I am sorry to inform you" letter, don't be alarmed, at least not as far as teaching it is concerned. It is a lot of fun, and you may even learn enough to dabble with confidence and possibly some success on the stockmarket. As far as other aspects are concerned, such as the visibility of your course beyond the confines of your institution, the repercussions for your tenure there, etc., the expression of sympathy may be in order. But these aspects exceed the classroom and are therefore not part of this context, thank heavens - and thank you.

Margit Resch

University of South Carolina

A WORKSHOP FOR TEACHERS IN FOREIGN LANGUAGES AND INTERNATIONAL BUSINESS

by

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A Workshop for Teachers in Foreign Languages and International Business

High Point College, a small liberal arts college in central North Carolina, inaugurated an interdisciplinary program in foreign languages and business in September, 1981. The curriculum combined the liberal arts tradition with specific technical training in business and foreign language to prepare students for a career in international trade. Since its inception, the program has been very successful and has aided in a significant rise in the numbers of students studying foreign languages beyond the requirement period. Moreover, it has helped to involve the community in the college through the formation of an advisory committee of approximately twenty people from the area who are engaged in various aspects of world commerce. The committee meets twice a year to discuss curriculum, to aid in the establishment of internships, and to offer support and encouragement to the program and the college.

Although the international business program was going well, few people outside the college and the immediate community were aware of it. The Admissions Counselors from the College did discuss the curriculum on their recruiting trips and the Admissions Office did send the international business brochure to all prospective students requesting information about business administration or foreign languages, but this was not enough. The Modern Foreign Language Department believed that the most important target group we needed to contact were the foreign language teachers in the secondary schools around the state. More than the guidance counselors,

they were the ones who could identify the good foreign language students who might be interested in an international business program. The Department, after much discussion, decided that the most effective means for informing teachers about our program was through a staff development workshop and, thus, in the spring of 1982 we began planning for the session to take place the following fall.

The workshop had four goals:

1. To provide information on the increased international focus of business in the United States and North Carolina
2. To examine career opportunities available to individuals proficient in foreign languages with training in business
3. To introduce a variety of methods and materials for teaching foreign languages for business
4. To inform foreign language teachers of the various college and university programs in international business in existence at both the undergraduate and graduate level, including the High Point College curriculum.

In order to increase the attendance of high school teachers, the Department wanted the workshop to conform to the standards of the North Carolina Department of Public Instruction for certificate renewal credit. This necessitated ten contact hours and thus we made the decision to begin the workshop on Friday evening for three hours and then have seven hours on Saturday. However, those who did not want renewal credit could attend only the Saturday session.

The next step was to plan the format. Although the High Point College foreign language faculty would participate actively in the

workshop, we felt that we wanted to offer more than just ourselves. It was important that someone with a national reputation serve as a keynote speaker. We thus invited Geoffrey Voght from Eastern Michigan University. We also decided to involve members of the business community both as panelists and session leaders. In addition, we wanted to provide opportunities for those attending the workshop to engage in discussions, ask questions, and offer opinions and suggestions. We also decided to set up a display table with business language books of various kinds. Taking all these factors into account, we developed the following program:

Friday evening

6:30-7:30	Introduction to the topic and to the High Point and to the High Point College business program
7:30-8:30	Division of participants into three small discussion groups led by High Point College faculty members
8:30-9:30	Large group assembles for reports from small groups

Saturday morning

9:00-10:30	Keynote Address--"Foreign Languages and International Business:The Academic Perspective"--Dr. Geoffrey Voght
11:00-12:30	Panel of three businessmen-- banker, owner of a company which builds buses, export salesman(and HPC graduate) from a yacht company; Moderator--Head of the High Point College School of Business

Saturday afternoon

1:30-3:00	Concurrent Sessions A. Business Spanish--conducted by Geoffrey Voght B. The United States and International Trade--conducted by a representative from the U.S. Dept. of Commerce
3:00-4:30	Concurrent Sessions A. Business French--conducted by Dr. Carole Head of the High Point College faculty B. World Trade in North Carolina--conducted by the Vice-President of the Triad World Trade Association
4:30-5:30	Evaluation

Now that the program was set we needed to determine cost and funding. We explored the possibility of getting State Department of Public Instruction staff development funds but because of budget cuts these were unavailable. Efforts to obtain private funding were also unsuccessful. The College did not have any money alotted for the purpose and the departmental budget was too small. The only solution was a registration fee. The budget for the workshop was approximately $1000--the largest amount going for the speaker (including travel, lodging, and an honorarium). The printing of the brochure and postage was approximately $250. Lunch and coffee breaks came to $200. We decided on a registration fee of $30 for both Friday and Saturday and $20 for Saturday only.

To publicize the workshop we sent a brochure to every foreign language department in every public or private high school or junior high school in North Carolina. In addition, we invited foreign language departments from the colleges and universities around the state. Approximately forty-five people attended the program--most for both days. Although we would have liked a larger attendance, we were pleased that we had representation from all regions of the state and all levels. Even those who did not attend, however, were made aware of the High Point College program through the mailing and publicity. We received very positive evaluations from the participants who felt that the workshop had met its objectives.

This was the first time we had attempted any project of this nature and it was a valuable learning experience for all of us. In

summation, we would like to make the following evaluation and offer suggestions to those of you who might want to plan a similar program.

1. Do not expect a large attendance. Foreign Languages and Business is new and has to build interest, particularly among the public school teachers.
2. The higher the cost, the lower the attendance. Our registration fee added to the cost for anyone travelling any distance. Also, if you can provide inexpensive housing for overnight guests, it will encourage more to attend.
3. It was a mistake to print on the brochure that the conference would be cancelled for insufficient registration. It made all our plans seem indefinite.
4. The workshop was sucessful in providing a great deal of information quickly and a good method for retraining teachers rapidly in this new area.
5. The publicity was invaluable to the program. Even those who could not attend became aware of the High Point College foreign language department and its interest in international trade.
6. The panel of business people was very successful. The teachers appreciated the opportunity to speak directly to the businessmen who were very supportive of foreign languages in the schools
7. The sessions on world trade were not as good as they could have been. The presenters did not understand what the teachers wanted. They did not bring materials to hand out or specific names and addresses.

The Modern Foreign Language Department at High Point College was pleased with the workshop. Although it took a great deal of time to organize, it cost relatively little money. In addition, it afforded the Department the opportunity to publicize its efforts in foreign languages and international trade to a wide variety of educators throughout the state.

ATTITUDES IN HIGHER EDUCATION TOWARD FOREIGN LANGUAGES FOR BUSINESS

by

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ATTITUDES IN HIGHER EDUCATION TOWARD FOREIGN LANGUAGES FOR BUSINESS

The acceptance of foreign language for business courses in the curriculum depends largely on how such courses are perceived in the academic community. This study focuses on how the foreign language faculty and the business faculty of two universities in Miami, Florida view language for business courses and their place in the curriculum. In addition, the attitudes of language and business faculty toward each other are indirectly measured in the study.

The methodology for the research consisted of questionnaires which were distributed to all the members of the foreign language and business faculty at the University of Miami and Florida International University. The University of Miami is the leading private institution in the area, while Florida International University is the state university in Miami. Two related questionnaires were used; one was designed for the modern language faculty and the other was planned for business faculty. The principal difference in the questionnaires is that the language faculty are questioned about their knowledge of business subjects and the business faculty are asked about their knowledge of foreign languages.

The results of the study may be biased in favor of languages for business given the importance of international trade in Miami and the large Hispanic presence in the city. Oddly enough, assuming a natural bias toward language study, neither business school has a rigorous language requirement. In fact, the University of Miami only recently approved a program that has a language requirement, the undergraduate major in international business management. Florida International University has a language requirement in the Masters in International Business degree.

Questionnaires were distributed to sixty-nine professors in the departments of finance, accounting, management, marketing, and information sciences at the University of Miami and sixty-eight business faculty at Florida International University. The response rate for business faculty at each university was about forty-five percent. Of the twelve faculty members in the department of modern languages at Florida International University, eighty-three percent responded. Slightly over one third of the nineteen language faculty members of the University of Miami returned their questionnaires.

The first question on both the language and business questionnaires revealed whether the faculty had taken any language or business courses. Almost all of the business respondents at the two universities had studied a foreign language. French and Spanish were the most commonly studied languages, with German a close third. Of the language faculty, between twenty and twenty-five percent had studied business courses. Economics, marketing and accounting were the most

frequently cited courses.

All of the language respondents who had taken business said that the courses had been useful, principally for employment, income tax, understanding current issues, and investment purposes. Two thirds of the F I U business professors who had taken languages and forty percent of the UM professors said that knowledge of a foreign language had been very or extremely beneficial to them. Another forty percent of the UM business respondents said that foreign language study had not been very beneficial to them, while almost one fourth of the FIU professors felt this way. The business professors cited five areas in which knowledge of a second language had been beneficial to them: communication and culture, professional advancement, travel, reading professional literature, and vocabulary building in English.

Almost all of the respondents from the language faculty at both universities expressed a desire to know more about a business subject for the reasons of conducting real estate transactions, understanding current issues, preparing income tax returns, investment, and for running a small business. Almost all of the business respondents as well indicated a wish that they knew another language. The language that most business faculty wanted to know was Spanish, due to the wide use of Spanish in Miami and the possibilities for professional advancement and travel. Business faculty expressed interest in learning a wide variety of languages, with the three most frequently mentioned after Spanish being French, Russian, and German.

When asked about the degree of difficulty in learning a foreign language, most business faculty members responded that they consider foreign languages to be difficult to learn. In contrast, most foreign language respondents said that business subjects were not so difficult to learn.

Most language faculty members responded that traditional language courses meet the needs of business students only fairly well. Over half of the business faculty at both universities feel that traditional language courses don't meet the needs of business students so well.

Language and business faculty were asked to rate the importance of eight content areas in a foreign language class. The mean responses for the content areas in each of the four groups, language and business faculty of FIU and UM, show the relative importance attached to each content area by members of the group. It is interesting to note that the business faculty of both universities ranked the same four content areas in a similar order of importance. Conversation, listening comprehension, business terminology, and reading skills were identified as the four most important content areas for business students, with respect to the mean response.

The language faculty of FIU and the University of Miami differed in their ranking of which content areas were most important for business students. At FIU, faculty considered business terminology of primary importance, followed by conversation and listening comprehension. The UM professors ranked conversation and listening comprehension as most important, followed by grammar, reading skills and pronunciation.

The business professors at FIU and the language professors at UM ranked business correspondence as least important although still fairly important. The UM business professors and the FIU language faculty considered grammar to be the least important content area.

The language faculty members at FIU and UM are evenly divided between being familiar and not so familiar with foreign language for business courses. However, most of the business faculty are not especially familiar with this type of course.

Many respondents referred to their previous answers concerning ranking of content areas when asked what type of content should be in language for business courses. Regarding the amount of credit that language for business courses should carry, most respondents believe that these courses should have the same amount of credit as other language courses.

The language and business faculty members identified five major reasons why business schools resist having a language requirement. Most of the business professors said that either languages were not considered important enough to be included in their curriculum, or that they had no room in the curriculum to include such courses. A substantial number of language teachers believe that ethnocentricity is the reason why business schools don't have a greater language requirement. Other respondents felt that students might resist a language requirement and major in an area which did not require them to have a language proficiency. A few respondents commented that the faculty members had enough trouble with English, or had had great difficulties when studying a language themselves.

Most respondents felt that language for business classes should be offered at the intermediate level or at all three levels--elementary, intermediate, and advanced. Few thought that such courses should be offered just at the advanced level or at the intermediate and advanced levels.

The final questions on the questionnaire treated the area of communication problems between language departments and business schools. Most faculty responded that they didn't know why there were problems, or even if there were problems. Many answered that they had never communicated with colleagues in the modern language department or the business school. Others mentioned a fundamentally different view of the world and different objectives of language departments and business schools. Some faculty discussed the lack of understanding of each other's

viewpoint, and the absence of desire to build any understanding. Some business faculty stated no need for communication, while several language professors explained that they had tried repeatedly to communicate with business colleagues, but nothing ever came from their initiative.

In conclusion, the responses to the questionnaire indicate a substantial interest in language study on the part of the business faculty but numerous reasons for opposing the imposition of a broader language requirement. The language faculty reveal an interest in learning more about business, as well as some frustration with communicating with business colleagues. Many faculty seem to recognize the importance of business language courses by agreeing that they should carry the same amount of credit as other courses.

Course content for language for business courses should probably emphasize conversation and listening comprehension, given the importance attached to these skills by most respondents to the questionnaire. Perhaps grammar and business correspondence should be de-emphasized in the courses, in favor of more communicative activities.

Finally, the lack of communication between language and business faculty appears to be a major problem. Given the mutual interest in each other's disciplines, and the benefits to all from an exchange of ideas and knowledge, I encourage faculty from both fields to make an effort to meet and converse regularly with their colleagues. In this way, greater understanding and respect will grow, and so probably will acceptance of language for business courses.

QUESTIONNAIRE RESPONSES
ATTITUDES TOWARD FOREIGN LANGUAGES FOR BUSINESS

FLORIDA INTERNATIONAL UNIVERSITY	# OF QUESTIONNAIRES DISTRIBUTED	RETURNED
Foreign Language Faculty	12	10
Business Faculty	68	31
UNIVERSITY OF MIAMI		
Foreign Language Faculty	19	7
Business Faculty	69	31

(Accounting, General Business Management and Organization Finance, Management Science and Computer Information, Marketing)

FOREIGN LANGUAGE FACULTY (page one of the questionnaire)

1. Have you ever taken any courses in business?

	F I U	U M
YES	3	4
NO	6	3

Which ones?

F I U
- -accounting, law, economics
- -management, marketing, accounting, finance
- -organizational communication

U M
- -shorthand, typing
- -marketing ,economics, business
- -accounting, business law
- -almost all the MBA courses

2. Has your knowledge of business been beneficial?

	F I U	U M
YES	3	4
NO		

In what ways?

	F I U	U M
Income tax	1	1
Employment	1	3
Investment		1
Budget		2
Understanding current issues		2

3 Have you ever wished that you knew more about a business subject?

	F I U	U M
YES	9	6
NO		1

Why?	F I U	U M
Real estate transactions		2
Understanding current issues		4
Income tax	1	1
Investment	2	
How to run a small business	2	

4 In general, how difficult is it to learn a business subject such as marketing, management or finance?

Difficult	2	1
Not so difficult	4	1
Not at all difficult	1	1
Don't know	2	2

BUSINESS FACULTY (page 1)

1. Have you ever studied a foreign language?

	F I U.	U M.
YES	30	31
NO	1	

Which ones?

FRENCH	19	17
SPANISH	19	15
GERMAN	12	11
ENGLISH	8	3
RUSSIAN	2	1
PORTUGUESE	1	
OTHER	4	8

2 How beneficial has knowledge of a foreign language been to you?

EXTREMELY BENEFICIAL	12	8
VERY BENEFICIAL	8	4
SOMEWHAT BENEFICIAL	2	7
NOT VERY BENEFICIAL	6	8
NOT BENEFICIAL AT ALL	1	4

In what ways has it been useful?

TRAVEL	3	8
PROFESSIONAL ADVANCEMENT	9	5
COMMUNICATION AND CULTURE	8	6
READING PROFESSIONAL LITERATURE	3	6
VOCABULARY BUILDING IN ENGLISH	1	3
NONE		4

3 Have you ever wished that you knew another language?

	F I U	U M
YES	28	24
NO	1	2

Which ones?

SPANISH	15	12
RUSSIAN	1	4
FRENCH	3	4
GERMAN	3	1
PORTUGUESE	3	
ARABIC	2	1
CHINESE	1	2
JAPANESE	2	1
HEBREW		1
ITALIAN	1	1
DANISH	1	

4. How difficult is it to learn a language?

EXTREMELY DIFFICULT		4
VERY DIFFICULT	7	7
DIFFICULT	18	11
NOT SO DIFFICULT	4	10
NOT AT ALL DIFFICULT	2	1

RESPONSES FROM FOREIGN LANGUAGE AND BUSINESS FACULTY (pages 2-3)

5 How well do traditional language courses meet the needs of business students?

	LANGUAGE		BUSINESS	
	F I U	U M	F I U	U M
VERY WELL		2	1	
WELL	1	1	3	
FAIRLY WELL	5	4	3	6
NOT SO WELL	2		12	11
NOT WELL AT ALL	1		5	5
DON'T KNOW			7	5

6 How important is it for business students to study the items below in a foreign language class?

1 VERY IMPORTANT
2 IMPORTANT
3 FAIRLY IMPORTANT
4 NOT VERY IMPORTANT
5 UNIMPORTANT
6 DON'T KNOW

Business Faculty	F I U		U M	
	MEAN	STD DEV	MEAN	STD DEV
CONVERSATION	1.45	.91	1.11	.31
CULTURE	2.21	1.18	2.21	.79
GRAMMAR	2.22	1.15	2.22	1.01
BUSINESS TERMINOLOGY	1.97	1.12	1.68	.86
LISTENING COMPREHENS	1.57	.96	1.18	.48
BUSINESS CORRESPONDE	2.33	1.30	2.07	1.02
READING SKILLS	1.81	.96	1.79	.92
PRONUNCIATION	2.30	1.03	2.11	1.07
Foreign Language Faculty				
CONVERSATION	1.13	.35	1.43	.79
CULTURE	2.00	1.07	2.14	.69
GRAMMAR	2.11	1.17	1.57	.79
BUSINESS TERMINOLOGY	1.00	.00	2.33	1.75
LISTENING COMPREHEN	1.13	.35	1.43	.79
BUSINESS CORRESPOND	1.50	.76	2.50	1.69
READING SKILLS	1.75	.71	2.00	.82
PRONUNCIATION	1.69	.93	2.00	1.15

7 How familiar are you with foreign language for business courses?

	LANGUAGE FACULTY		BUSINESS FACULTY	
	F I U	U M	F I U	U M
VERY FAMILIAR	1		2	1
FAMILIAR	4	4	4	3
SOMEWHAT FAMILIAR	2	1	5	6
A LITTLE FAMILIAR	2	1	4	9
NOT AT ALL FAMILIAR	1	1	16	12

8 What type of content should be in these courses?

	LANGUAGE FACULTY		BUSINESS FACULTY	
	F I U	U M	F I U	U M
CONVERSATION		3	11	10
BUSINESS TERMINOLOGY	6	5	15	2
CULTURE	2	3	7	2
READING SKILLS	1	1	5	4
GRAMMAR	4	5	6	1
BUSINESS CORRESPONDENCE	3	1	3	3

9 Should language for business courses carry the same amount of credit as other language courses?

MORE CREDIT			2	5
SAME AMOUNT OF CREDIT	8	7	22	21
LESS CREDIT				2

10 What are some reasons that business schools don't have language requirements?

ETHNOCENTRICITY	5	3	5	1
NO ROOM IN CURRICULUM	2	1	10	6
STUDENT RESISTANCE	1	2	1	5
NOT IMPORTANT ENOUGH	1	2	11	13
FACULTY PROBLEMS WITH LANGUAGES	1	1	2	

11 At what levels should language for business classes be offered?

ELEMENTARY	1		5	5
INTERMEDIATE		2	9	8
ADVANCED	2			1
ALL THREE LEVELS	2	3	9	9
ELEMENTARY AND INTERMEDIATE		2	4	4
INTERMEDIATE AND ADVANCED	4			

12-13 What might cause communication problems between the modern language department and the business school?

	LANGUAGE		BUSINESS	
	FIU	UM	FIU	UM
DON T KNOW	4	3	10	15
DIFFERENT VIEWPOINTS	2	1	3	1
LACK OF COMMUNICATION	3		10	5
LACK OF UNDERSTANDING	2	4	2	1

FOREIGN LANGUAGE EDUCATION AND THE FUTURE

by

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Foreign Language Education and the Future

In his grand reconstruction of the development of human civilization (The Third Wave, William Morrow and Co., 1980), Alvin Toffler defines history in terms of successive waves of change. The Agricultural Revolution, which dramatically altered the life-style and habits of the early hunter-gatherers, constitutes the First Wave. This initial great advance in our control of our environment evolved slowly, taking thousands of years to spread all over the planet and become the organizational principle for most of human life. The Second Wave drew masses of people away from the farms and villages and into the cities, where their everyday lives were organized and controlled according to the norms of factory-oriented civilization: standardization, specialization, synchronization and centralization. This second major historical development, which we call the Industrial Revolution, has taken only about 300 years to dominate the existence of most of the world's human population.

A third great transformation in people's existence on earth, largely unnoticed by the masses, has been underway for over two decades now. Equal in impact to the previous ones, this Third Wave of changes will take only twenty or thirty more years to gain ascendance over the lives of the vast majority of the world's population. This new civilization will be based on diversified and renewable energy sources, greatly improved and diversified methods of production, reliance on computers and world communications systems, ecologically-oriented businesses, conservation, a larger degree of local autonomy, and simpler,

more effective yet more democratic governments. No one will be unaffected by this planetary revolution. Whether we realize it or not, we are all witnesses to and participants in the birth of a great new global civilization, which offers exciting opportunities to improve the quality of all life on earth.

One of these improvements will be a general acceptance of diversity in all aspects of life, a respect for people's right to be different, an admiration for ethnic and linguistic variety. Alvin Toffler describes it as ". . . a civilization that makes allowance for individual difference, and embraces (rather than suppresses) racial, regional, religious, and sub-cultural variety. . . . A civilization that is not frozen in amber but pulses with innovation, yet which is also capable of providing enclaves of relative stability for those who need or want them." (p. 358). This indeed would be a refreshing change from the intolerance and selfish disregard of others which have characterized human interactions so prevalently in the past. But will such a radical transformation really occur, or is The Third Wave just an optimistic fantasy? The evidence strongly suggests that the pressures in this new direction will be irresistible.

One area where pressures toward such changes in attitudes exist is in international affairs. World problems such as food shortages, energy production, disease control, disaster relief, economic stagnation and overpopulation require global rather than local or even national solutions. Peaceful resolution of such difficulties is impossible without

international understanding and cooperation. The military confrontations and the economic struggles of the past twenty years have awakened us to the growing interdependence of the nations and people of the world. Space exploration has captivated the human imagination. The vision of the planet earth as a small, self-contained point of life, blue and white against the black void, reinforces new attitudes of acceptance and mutual respect, replacing the older concepts of a geocentric universe in which mankind is the central focus. Our new realization of the fundamental nature of the human condition dictates a new urgency for foreign language and international studies as an essential foundation for meeting economic, diplomatic, social, cultural, scientific and military challenges to human survival in the twenty-first century and beyond.

Gone are the days of the great visions of global empires. No one country can hope to impose its values or culture on the rest of the world. Nowhere have fantasies of world dominance been slower to yield to reality than in the United States. Yet even here basic changes in attitude towards foreign people have already begun. In recent years, public attention has begun to focus on the negative effects that our monolingualism and cultural isolation have had on our influence in world affairs, on our economic security, and on world peace. As long ago as 1974, the American Assembly of Collegiate Schools of Business, recognizing that American business people cannot expect to compete successfully on the world marketplace without a knowledge of their foreign clients' cultures and languages, mandated the "internationalization" of America's business

curricula. Accreditation by this prestigious and far-sighted organization is not possible now without these broader components. Our economic vulnerability has brought a new realization, publicized most notably by the President's Commission on Foreign Language and International Studies and by Representative Paul Simon's The Tongue-Tied American (Continuum Press, 1980), that our national security demands substantial new efforts on our part to communicate with foreign people in their own languages in order to understand their cultures and values, to explain our concerns, and to resolve mutual problems. Some signs of progress in this direction are evident: More than a few prestigious universities have reinstated foreign language study as a prerequisite for graduation, so that now Brown is the only ivy league school without such a requirement. The creation of the National Council on Foreign Language and International Studies, under the able and energetic leadership of Dr. Rose Hayden, gives hope for the implementation of the recommendations of the President's Commission. Despite the recent publicity and these initial improvements, however, the United States still lags far behind most other developed countries in the area of international education. We remain the only country which allows graduation from most colleges and universities without even a minimal proficiency in a foreign language. The pressures, however, are enormous and the direction of change is obvious: In the future, foreign language and international studies will play a very much more central role in general education in the United States than they have in the past.

The international situation will continue to create pressures for changes in our educational system in the direction of international studies and foreign language competence. In addition to receiving more emphasis, foreign language and international studies will often be required skills for interdisciplinary degrees such as the B.A. and M.A. in Language and International Trade offered by Eastern Michigan University. Foreign languages will also be coupled with other professions, such as medicine, law, political science, journalism, and broadcasting.

The most significant changes in foreign language education do not lie, however, in renewed emphasis and combination with other disciplines. Foreign language studies in particular, and education in general, will be dramatically affected by the revolutions in computer technology and satellite communications, two of the driving forces of the emerging new civilization, which will alter most aspects of our lives in the near future, including the way we learn. Educators at existing institutions all over the country are scrambling to take advantage of these new developments. Such people realize that without these new technologies it will be increasingly difficult to fulfill higher education's fundamental mission: to orient young people to human existence and to equip them to understand and solve tomorrow's problems.

For these reasons, I believe we stand now on the threshold of the most significant revolution in foreign language instruction ever experienced. The application of new technologies will quickly make obsolete the current methods of learning foreign languages and cultures, which are based on

second-hand exposure and passive situations. The following paragraphs outline breifly how these new developments will alter foreign language education at our colleges and universities before the end of this century.

The growth of a global telecommunications system, linking the far ends of the earth together via satellite television broadcasting, will internationalize not only our universities but also our society as a whole. With the space shuttle program now in its fully operational phase, soon the earth will be ringed with telecommunication satellites, connecting all countries and peoples by live television channels. Before this decade is ended, most Americans will be able to watch live television programming from many foreign countries in their homes. Many additional minority-language stations will be created within this country as well, catering to the interests of our ethnic minorities and subscribed to and received by people nation wide. Such narrowcast minority stations will serve to promote the preservation of ethnic and linguistic identity. The largest such group, the Hispanics, already have their own channels, such as the Spanish Information Network (SIN). The Hispanics are now organizing politically, much as the blacks did in the 1960's. This mobilization of the Hispanic groups in the United States, and of other linguistic minorities, will create tremendous pressures for changed attitudes towards foreign-language and international studies. There will be a dramatic increase in the exposure of the American public to foreign cultures and foreign languages. The traditional isolation of the American public from such foreign contacts will be changed, and so will the public's attitudes

towards our ethnic and linguistic minorities, and towards other cultures in the world.

Unfortunately, ours is a country that has traditionally ignored the existence of foreign-language minorities within its borders and has failed to recognize the value of its bilingual citizens as a vital national resource. In the future, the traditional "melting pot" mentality, which pushed for the anhilation of cultural and linguistic diversity, will be abandoned in favor of a more enlightened consciousness. Our ethnic and linguistic minorities will take their rightful place as citizens especially well equipped to lobby for our national interests with their counterparts in the rest of the world and to help shape a future of understanding and friendly working relationships. In the most optimistic of future possibilities, the peace and mutual respect gained in a diversified and democratic United States can serve as a model for international cooperation on a global scale.

These major changes in national attitudes and priorities will have a dramatic effect on our educational system, which will of necessity become more and more internationalized. The technological advances taking place will make major changes possible. The availability of foreign-language television programming, for esample, will not go unnoticed by our schools. Foreign language teachers will use such programs, either live or on video cassettes or video disks, to enhance dramatically foreign language instruction. Language laboratories will add video capabilities so that learners have the added interest and added exposure

that television has over audio-only practice.

Furthermore, work has already begun on creating interactive computer programs to be used to be used to help learners of foreign languages. In the future, computer programs plugged into television consoles, will handle everything from basic grammar instruction and practice to advanced international studies, including history, literature, music, business and politics and all other aspects of culture.

We are at the very dawn of human history. The immediate future holds the possibility of incredible advances in the effectiveness of our educational system. Because of the very nature of life on a diversified and historically divided planet, foreign language and international studies will hold a central place in basic education in the future. With the help of modern computer technology and satellite telecommunications, future foreign language instruction will increase dramatically in effectiveness and will be able to meet the challenges of the future. Present-day foreign-language instruction will be considered obsolete and antiquated before the year 2000. By the time today's children are grandparents, the twentieth century will have earned the reputation as a twilight when human understanding of the universe, of the planet earth and of itself was in its infancy. Ahead will like centuries of new discoveries and exciting new horizons, unthought of today.

To some this picture I have offered of the future may seem unreal. Some may not believe these changes are really possible, or that they will happen as soon as I have suggested. It is left to those of us who

do share such a vision of an improved, more secure and more peaceful future, to do our part today to bring about the changes of this new Third Wave. Let us not preserve the obsolete, let us not fight against but rather work towards the new future.

AN OPEN FORUM FOR THE ESTABLISHMENT OF AN APPLIED LANGUAGES ASSOCIATION

by

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AN OPEN FORUM FOR THE ESTABLISHMENT OF AN APPLIED LANGUAGES ASSOCIATION

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"Linguista sum: linguistici nihil a me alienum puto"

In using a paraphrasis of Terence's famous dictum by Roman Jakobson, as a prefatory note to signal the ultimate goal of this forum: the reapproachment of all the teaching activities based on the social use of languages, whatever the area of application, we are emphasizing the inclusion of, a prima facie, heterogeneous educational activities, under the single umbrella of an Applied Languages Association.

There has been a fundamental triad in all linguistic studies: the author, speaker or sender, the message, work or utterance, and the audience, listener or addressee. In the communication model the addresser sends a message to the addressee. This message requires a context or referent, a code, at least partially common to the two poles, addresser and addressee, and finally a contact, a physical channel and psychological connection between them to enable both poles to enter and stay in communication. The common denominator in applied languages and in communication studies is an interest in the receiver, in the final destinatary of the message. The purpose is to achieve some change in his/her behavior that is consistent with a mutual interest with the sender, within the frame of the society's long-run interests.

It seems appropriate, in the framework of a Conference on Foreign Languages for Business, to seek an orientation from the business activity and discipline focused on the needs and wants of the consumer, the final destinatary of its activities, that is, Marketing.

For Marketing, in the words of Peter Drucker, is the whole business seen from the point of view of its final result, that is, from the customer's point of view.

The format of this forum, thus, will respond to a marketing perspective. In the first part this presenter will bring several marketing notions of possible application for our reapproachment. In the second part the participants will bring comments and suggestions to what constitutes just a point of departure for this new fellowship. And in the third part, if time allows, there will be a synthesis of the matters discussed and a conclusion and recommendation as a result of the forum. The main postulate is the need for an association of educators whose main concern is the teaching of foreign languages for the contemporary social use by the learner.

Most of the marketing notions have been excerpted from the popular textbook Marketing Management by Philip Kotler, a professor of Northwestern University, Evanston, Illinois.

I. The Age of Organizations. To understand marketing, we must first understand organizations. Our society abounds in organizations, which stand ready to serve every need by considering it a business opportunity. Today's organizations come in all shapes and sizes. They may be publicly or privately owned. They may be run for profit, service, or some other goals. Marketing's most recent entry has been in the nonprofit sector of the economy. Such diverse organizations as colleges and universities, hospitals, police departments, museums, and symphonies are currently taking a look at marketing eager to try out marketing ideas in their admissions operation. What leads organizations to suddenly discover marketing? An interest in marketing can be triggered by any of these five circumstances:

1. sales decline
2. slow growth
3. changing buying patterns
4. increasing competition, and
5. increasing sales expenditures.

A marketing orientation is, therefore, relevant to nonprofit organizations. Most nonprofit organizations start out as product oriented. When they begin to suffer declines in support or membership, they resort to selling tactics. Many colleges facing declining enrollments are now investing heavily in advertising and recruitment activities. But these selling steps turn out to be only stopgap measures. These organizations begin to realize the need to define their target markets more carefully; research their needs, wants, and values; modernize their products and programs; and communicate more effectively. Such organizations turn from selling to marketing. Starting in the 1970's, there has been a broadening of marketing to cover all organizations, on the grounds that all organizations have marketing problems. The public and nonprofit sectors, moreover, account for more than a quarter of the American economy and are badly in need of improved management and marketing practices.

Of the various ways to classify organizations in a free society, it is common to distinguish, a) whether the organizations is privately or publicly owned and operated, and b) whether the organizations is structured for profit or nonprofit purposes. Thus, the nonprofit private or public organization can be subdivided into eight main groups:

1. religious--churches, evangelical movements, cults
2. social--fraternal organizations, social clubs
3. cultural--museums, symphonies, art leagues, zoos
4. knowledge--schools, universities, colleges, research entities
5. protective--trade and professional associations, unions
6. political--parties, movements, coalitions, lobbyist groups
7. philanthropic--foundations, charity groups, hospitals, nursing homes
8. social-cause organizations--racial rights groups, antivice groups, consumer groups, women's rights groups, environmental groups

The interesting thing about marketing is that all organizations carry on marketing activities whether they know it or not. Colleges, for example search for prospective customers (students), develop products (programs and courses), price them (tuition and fees), distribute them (schedules as announcements of time and place), and promote them (college catalogs, conferences, and media messages including scholarly items).

The implementation of marketing measures in nonbusiness organizations is an uphill and never-ending battle. The purpose is not to resolve every issue in favor of the customer—no matter what the cost—but rather to remind always that customers are the foundation of the organization's business: the learners in our case.

II. Marketing Revisited. The challenge facing marketers in the 1980s will be to find constructive ways to reconcile organization profitability, customer satisfaction, and social responsibility. Properly viewed, these problems are also opportunities. Marketing is the function through which organizations adjust their offerings to the ever-changing needs and wants of the marketplace.

Marketing has evolved from its early origins in distribution and selling into a comprehensive philosophy for relating any organization to its markets. Different goals have been proposed to guide the marketing practitioners. The most common view is that the marketer's goal is to maximize the market's consumption of whatever the company is producing. A sounder goal for the marketer is to aim to maximize consumer satisfaction. The marketer's task is to track changing consumer wants and influence the organization to adjust its mix of goods and services to those that are needed.

Even consumer satisfaction, however, is not a complete goal for the marketer. The sensitive marketer has to take responsibility for the totality of outputs created by the business. Ultimately, the enlightened marketer is really trying to contribute to the quality of life. Profits will still be a major test of business success in serving society; they are really a by-product of doing business well and not the moral aim of business. Business, like other institutions of society, prospers only by maintaining legitimacy in the eyes of consumers, employees, and the general public.

Legitimacy is grounded in the institution's commitment to serve higher moral aims: to enhance the quality of life in society. Today, thus, societal marketing is a management orientation that holds that the key task of the organization is to determine the needs and wants

of target markets and to adapt the organization to delivering the desired satisfactions more effectively and efficiently than its competitors in a way that preserves and/or enhances the consumers' AND society's well being.

III. Marketing Strategies. The first strategy is the assessment of the purpose of the organization. An organization exists to accomplish something in the larger environment. Its specific purpose or mission is usually clear at the beginning. When the management becomes aware that the organization is drifting, it is time to renew the search for purpose. A well worked-out statement of purpose provides employees with a shared sense of opportunity, direction, significance, and achievement. An explicit purpose is an invisible hand, which guides widely scattered members to work independently and yet collectively toward the realization of the organization's potentials.

Some years ago, Theodore Levitt, of the Harvard Business School, advanced the thesis that market definitions of a business are superior to product or technological definitions of a business. His main argument was that products and technologies are transient, while basic market needs generally endure forever. In developing a market-based definition of a business, management should steer between being too narrow and too broad. A useful approach is to move from the current product to successively higher levels of abstraction and then decide on the most realistic level of abstraction for the organization to consider. Applying this idea to our teaching foreign languages, a service, we can trace these levels:

SERVICE RENDERED: TEACHING	1.	a given F.L. course-e.g., Grammar/Language Skills
	2.	a given F.L. Area-e.g., Literature/Civilization & Culture/ History and Linguistics of the language, etc.
	3.	F.L. Subsystems-e.g., Semantics/Phonology, Morphosyntax,etc.
	4.	Compared Languages Aspects-e.g., Compared Literatures/ Bilingual & Bicultural Studies/ Translation, etc.
	5.	Social Use Communication--e.g., Business & Professional,etc.
	6.	Communication in disciplines-e.g., International Business, Intercultural Communication, Advertising, etc.
	7.	Communication Fields-e.g., Speech/Oral Interpretation, etc.
	8.	Communication Systems-e.g., Educational/Socio-economic, etc.

The two premises here are that a language is primarily a system of communication, and that the destinatary is a learner whose native language is different to the one which is used as a vehicle of instruction. Thus, in the development of a definition of business domain, the organization may want to specify up to four dimensions: customer need, customer group, product, and technology. Applied Foreign Languages may now define its domain as meeting the need of communication experienced by learners whose native language differs from the one employed for a social use through providing programs, courses, and experiences imparted with materials designed with the specific purpose of its use in mind.

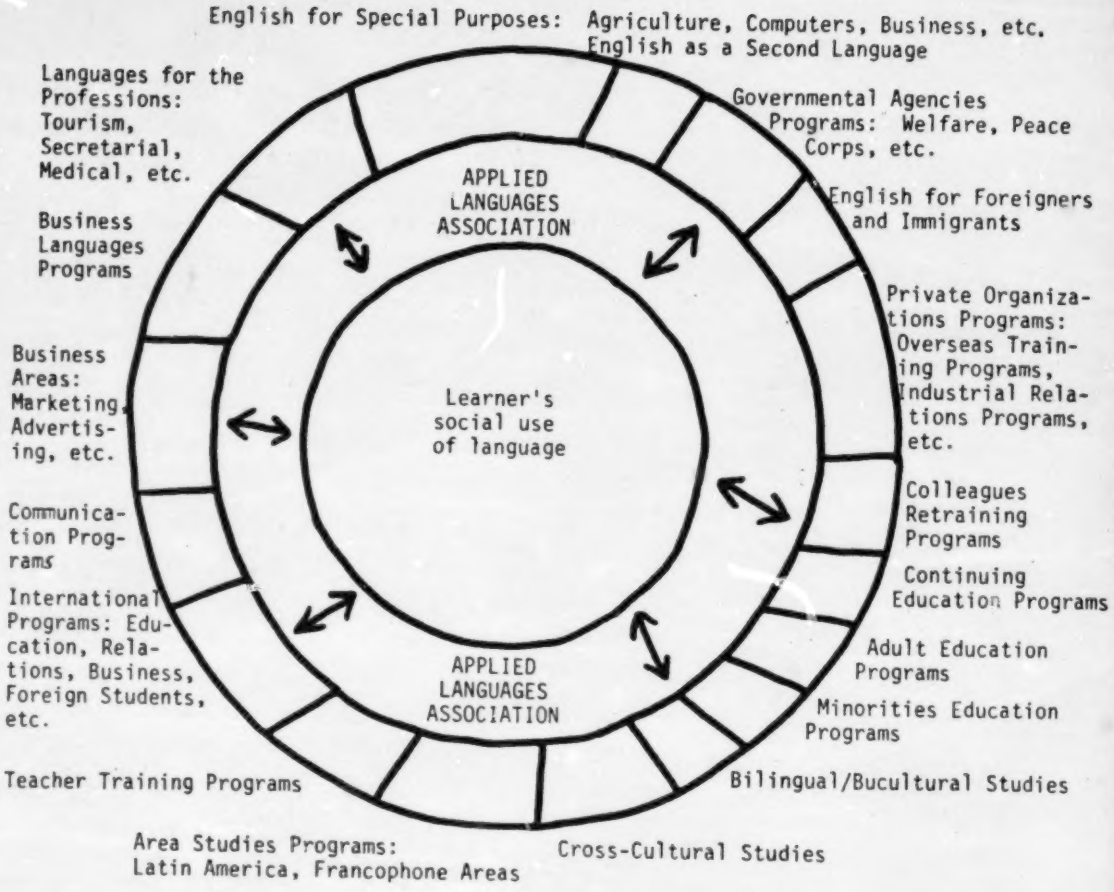
As a corollary, the Applied Languages Association, could be defined as the knowledge and protective organization of language communicators: we apply language to meet the social need of communication.

Market segmentation represents an important late advance in market thinking and strategy. It starts not with distinguishing product possibilities, but rather with distinguishing customer groups and needs. Market segmentation is the subdividing of a market into distinct subsets of customers, where any subset may conceivable be selected as a target market to be reached with distinct marketing mix. The power of this concept is that in an age of intense competition for the mass market, individual sellers may prosper through developing offers for specific market segments whose needs are imperfectly satisfied by the mass market offerings.

Markets consist of people experiencing a given need, who have the means to acquire the products or services able to meet their need, and who are willing to pay for the exchange. The most common patterns of market segmentation are: demographic, geographical, psychographic, and behavioral. In the case of the proposed association, the language used in question, whether French, German, English, and Spanish may lead to a primary kind of segmentation. Another way of segmentation originates in the kind of activity *IN NEED OF* linguistic communication. This procedure can be utilized to subsegment a given language applications, e.g., Business Spanish, Medical Spanish, and the like.

In economic or organizations for profit it is common to distinguish between industrial markets and consumer markets. The former buy for the sake of manufacture or resell, whereas the latter buy for the sake of consumption. The teacher training programs can be construed as an example of the industrial market-as the instruction imparted will be rendered to other consumers or final users.

A graphic rendition of the marketing segmentation approach for our organizational purposes can be now offered by means of a wheel with succesive concentric circles. The center of the wheel is constituted by the learner's social use of a language as the controlling interest of all the activities. In the circle of the middle, the Applied Languages Association performs an integrative function by putting together the learner's need with the various educational programs and courses designed to meet the communication need in question. These programs and courses are located in the outer circle of the wheel.


English for Special Purposes: Agriculture, Computers, Business, etc.
English as a Second Language
Languages for the Professions: Tourism, Secretarial, Medical, etc.
Governmental Agencies Programs: Welfare, Peace Corps, etc.
APPLIED LANGUAGES ASSOCIATION
English for Foreigners and Immigrants
Business Languages Programs
Private Organizations Programs: Overseas Training Programs, Industrial Relations Programs, etc.
Business Areas: Marketing, Advertising, etc.
Learner's social use of language
Colleagues Retraining Programs
Communication Programs
Continuing Education Programs
International Programs: Education, Relations, Business, Foreign Students, etc.
APPLIED LANGUAGES ASSOCIATION
Adult Education Programs
Minorities Education Programs
Teacher Training Programs
Bilingual/Bucultural Studies
Area Studies Programs: Latin America, Francophone Areas
Cross-Cultural Studies

THE LEARNER AS THE HUB OF APPLIED LANGUAGES INSTRUCTION

THE ASSOCIATION AS THE MEDIATOR OF LEARNER'S SOCIAL USE OF LANGUAGE AND THE EDUCATIONAL PROGRAMS AND COURSES DESIGNED TO MEET THIS NEED

THE PROGRAMS AND COURSES AS THE MEANS TO ATTAIN SOCIETAL USE OF LANGUAGES

In a competitive environment, finally, there is a need for a new basis for distinction. Positioning is the marketing strategy which aims at distinguishing the organization from its competitors along real dimensions, in order to be the preferred organization to certain segments of the market. Positioning goes beyond image-making. Positioning seeks to help customers know the real differences between competing organizations, so that they can match themselves to the organization that can be of most value to them.

Given the present competitors of our proposed association, what psoition should the new organization seek? The association has two basic choices. One is to take a position next to one of the existing professional associations and fight for the membership who is satisfied with this type of organization. The other choice is to develop a product that is not currently offered to this market, e.g., a professional association born with the mission of enhancing the knowledge of the applied languages field and the protection of the interests of the language educators who meet the social need of communication. The proposed A.L.A. would gain instant leadership in this part of the market since competitors are not offering this type of priority to their mission.

But before making this decision, the organization has to be sure that it is technically possible to make a more attractive product or service, preferred to any kind. If the answer is positive, the organization has discovered a "hole", a "niche" in the market and should quickly move to fill it.

A.L.A., in effect, has found this hole, this niche. The new service assembled in the outer circle of the wheel, made out of the different programs and courses, has discovered, at the same time, a new coalition of interests: educators, chambers of commerce, private and public organizations, governmental agencies, labor unions, managerial and trade associations, business groups, minorities groups, bilingual/bicultural studies, and training programs of cultural content to deal with people using a different language. Publishing entities are to be in the forefront of our efforts, not only to furnish the learner with the required materials as they have been doing, but also to contribute with advertisements and other means

to the publication of an organ of expression to communicate with the membership and the various publics.

This Conference on Foreign Languages for Business, under the auspices of the Eastern Michigan University Foreign Languages and Bilingual Studies Department, constitutes the appropriate vehicle for the proposal of a new professional association, as it endeavors to synthetize the same interests. The possible institutionalization of these annual conferences at Ypsilanti, furthermore, may be achieved by the inception of an organization imbued with the same mission and goals.

No different aims has the quotation heading this proposal, since the late linguist Roman Jakobson was waging a crusade in the 1960's for the inclusion of the field of Poetics in the general field of Linguistics- as language encompasses the artistic function as well as the referential, conative, metalinguistic, phatic, and emotive functions. In this context, it seems sensible to consider the applied aspects of language as part of our professional concerns.

An Applied Languages Association will be the organization of the educators concerned primarily with the satisfaction of the social need of communication by means of the most important system ever devised to establish understanding among men: LANGUAGE.

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